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WATAUGA COLLEGE: THE RESIDENTIAL COLLEGE AT APPALACHIAN STATE UNIVERSITY

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WATAUGA COLLEGE: THE RESIDENTIAL COLLEGE AT APPALACHIAN STATE UNIVERSITY

by

Virginia Foxx

A Dissertation submitted to the Faculty
of the Graduate School at
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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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The ideal of a liberal education has been in existence for over 2,000 years. However, many factors in American higher education have mitigated against the liberal education concept. One pedagogical response designed to foster the ideals of a liberal education is the residential college which became very popular in the 1960's and 1970's. The curriculum of many of these programs was interdisciplinary.

Research presented depicts the characteristics of residential colleges in the United States and six residential colleges are described briefly. A history of Watauga College, the residential college at Appalachian State University, is also presented. Beginning in 1972, and continuing to the present, Watauga College has attempted to combine an emphasis on community with an interdisciplinary curriculum for freshmen and sophomores; this curriculum satisfies a portion of the University's general education requirements.

In addition, research was conducted to assess the attitudes of administrators, faculty, and students at Appalachian State University toward Watauga College. Based on the research, a review of the literature, and perceptions of the challenges facing higher education, a set of recommendations regarding the future of Watauga College and the residential college concept at Appalachian are offered. The interdisciplinary curriculum of residential colleges such as the one in Watauga College combined with an emphasis on building community makes the residential college a strategy that can be effective in fostering the ideals of a liberal education and responding to some of the challenges facing higher education.

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Ms. Jean Goddard and Ms. Polly Rich who typed the dissertation made it possible for me to meet the appropriate deadlines.

My husband, Tom, and my daughter, Theresa, have learned a new definition of A.D. Now that it is A.D. there will be more time for us to spend with each other and I look forward to that.

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PREFACE

Since 1972 I have served as an administrator and instructor at Appalachian State University. Appalachian is located in Boone, in the Blue Ridge of the Appalachian mountains in western North Carolina. Before 1971 when it became part of the University of North Carolina system, it was Appalachian State Teachers College. There were approximately 10,000 students and 500 faculty at Appalachian in 1983-84.

A major part of my duties during these past twelve years has been to serve as an academic adviser to students. In that capacity I have had the opportunity to talk with thousands of students about their academic programs and their goals. Many of these students are unclear about what they are learning and about the significance of their academic programs, especially in the area of general education. Few have been given the experiences or tools to help them devise a curriculum that will help them define and meet their goals.

In fact, those students who do have goals usually articulate them as "I want a major so that I can graduate in four years and get a job." They then plan their curriculum around times of day that classes are being offered, and the level of difficulty both of the course and of the professor. They want to "get all their general education courses out of the way as soon as possible" so that they can "get into the major and not be bothered by those general college [sic] courses." They also question their programs: "Why does an English/Business/Criminal Justice/etc. major need to take history/English/math/etc. anyway? I'll never use that stuff."

I have also had the opportunity to observe the activities of fellow faculty members and to talk with students about their relationships with the faculty. Student/faculty relationships at Appalachian, as at most medium and large institutions of higher education, often are confined to the time that they are in the classroom with limited contacts outside class, usually in the faculty member's office. Extracurricular activities are seldom coordinated with or related to curricular activities.

I am aware, of course, that approaches to students and curriculum vary greatly across the country, often the result of the size, purpose, and history of the institution, but there is a prevailing pattern across the country similar to the one at Appalachian. During the 1960's and 1970's many medium and large institutions tried to deviate from that norm. These efforts resulted in the formation of residential or cluster college programs within the larger institution. One such program, known as Watauga College, was begun at Appalachian in 1972.

Watauga College was designed to bring coherence to the liberal or general education component of a student's education and to bring together the curricular and extracurricular aspects of a student's experiences, especially during the freshman year. It also aimed to bring faculty and students together in a closer relationship than is common in the rest of the university. While Watauga College seemed to be trying to adhere to the fundamental principles of a liberal education, which is one of the stated goals of Appalachian, some faculty, students, and administrators not involved with the program appeared to view the program negatively.

In the past few years, when much national literature has been advocating an increased emphasis on the goals that residential colleges represent, these programs have actually declined in number.

While Watauga College is still a viable program at Appalachian, it has experienced a decline in enrollment, and questions about its role at Appalachian have been raised. It seemed timely to review the history and role of Watauga College to look at the contemporary perspectives of the program from the point of view of students, faculty, and administrators.

Watauga College was founded on the general principles of a liberal education; therefore, a definition and framework for liberal education needed to be established. This is done in Chapter I. Residential Colleges across the United States have many similar characteristics. To show that Watauga College shares many of these characteristics, Chapter II describes six other representative residential colleges. Chapter III provides a brief history of Watauga College and information about its curriculum, students, and staff. Chapter IV presents a summary of research conducted to gauge the perceptions of and attitudes toward Watauga College by enrolled students, faculty, and administrators. Chapter V presents a summary, conclusions, and recommendations.

Little has been published about residential college programs. Specific information about programs is available almost entirely from unpublished documents in the files of the various programs themselves. It is difficult, therefore, for researchers as well as for curriculum and program planners to have access to information that would allow for comparison of programs and for guidance on improving and modifying programs. It is hoped that more data will be available in the future so that many more people will become familiar with the residential college concept and that staff persons involved will be able to learn more from each other.

CHAPTER I

INTRODUCTION

The notion that the goals of education, especially higher education, are to help individuals develop their full potential as human beings and to help them become effective citizens in their culture is as old as the notion of education itself. This ideal has been called "liberal education" and has been defined innumerably since the time of Plato, who called such liberally educated persons philosophers and said that they would be

> lover[s] not of a part of wisdom only, but of the whole... able to distinguish the idea from the objects which participate in the idea, neither putting the objects in the place of the idea nor the idea in the place of the objects...[They have] a naturally well proportioned and gracious mind, which will move spontaneously toward the true being of everything. (Bakewell, 1956, p. 275)

In the late Renaissance era the Jesuits exemplified the ideal:

> Among the Jesuits, secondary education traditionally emphasized the classics, reason and debating skill; the result seemed to be prients of intellectual stature and political resourcefulness, 'mission leaders who could think for themselves in novel situations far from home authority.' (Winter, McCelland, & Steward, 1981, p. 3)

This concept of liberal education has been prevalent in Western educational philosophy from classical times until the present. Traditional English education has exemplified the concept and

> was 'liberal' in the sense that it sought to develop broad analytical skill rather than narrow technical brilliance...with supporting traits of self-assurance and self-reliance, loyalty, the sense of moral obligation, and self-control, all of this seasoned with a dash of respect for manners and ceremony. (Winter, et al., 1981, pp. 2-3)

Even in the east, the notion prevailed throughout Chinese history from Confuius to the early 20th century. The Confucian influence has been especially prominent in the last thirettn hundred years.

> With a few short interludes, China was dominated by the Confucian pattern of education through several dynasties, from A.D. 618 to 1912. The roles of scholar and governor were fused, as in Plato's philosopher-king. Preparation in a classical urriculum and selection by rigorous examination produced generalists with the intellectual, personal, and ethical traits required for imperial service. (Winter, et al., 1981, p. 2)

In modern times few statements defining the idea of a liberal education are as eloquent as those by Cardinal Newman who expressed his ideas of a university in 1852, and whose comments are as pertinent today as they were in the 19th century:

> University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, as eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to iscard what is irrelevant. It prepares him to fill any post wich credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. (Newman, 1852/1973, pp. 177-178)

Another version of the classical point of view has been stated by Whitehead in Aims of Education:

> What we should aim at producing is men who possess both culture and expert knowledge...Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art. We have to remember that the valuable intellectual development is self-development, and that it mostly takes place between the ages of sixteen and thirty. (1947, p. 1)

Whitehead's definition of education was consistent with one of the maxims of liberal education: "Education is the acquisition of the art of the utilization of knowledge" (p. 6). Moreover, Whitehead identified one of the major problems facing education and educators as "the problem of keeping knowledge alive, of preventing it from becoming inert" (p. 7). He continued to describe the mind of a liberally educated person as one that "has been trained in the comprehension of abstract thought and in the analysis of facts" (p. 19).

A more contemporary definition or statement of goals by Robert Maynard Hutchins sounded the same themes as those already stated:

> [Education's] aim is manhood, not manpower. It prepares the young for anything that may happen; it has value under any circumstances. It fits the rising generations to be citizens of the two world republics. It gets them ready for a life of learning. It connects man with man. It introduces all men to the dialogue about the common good of their own country and of the world community. It frees their minds of prejudice. It lays the basis of practical wisdom.
>
> All this implies the habit of thinking and the capacity to think about the most important matters. This, in turn, implies the capacity to distinguish the important from the unimportant. It implies the development of critical standards of thought and action. (Hutchins, 1969, p. 91)

Hutchins added what he believed to be the purpose of the university: to see knowledge, life, the world or truth whole" (p. 108). Hans Flexner gave a definition that emphasizes the importance of a liberal or general education to the culture and to the development of the individual:

> General education is, first of all, the unifying element of a culture. It prepares a statement for a full and satisfying life as a member of his family, as a worker, and as a citizen--as an integrated and purposeful humanbeing...it seeks the maximum development of each student consistent with the general good, and...puts a high premium on creativity and inventiveness. (Flexner, 1979, p. 112)

Charles Wegener stressed the idea that liberal education is not a narrowly defined body of knowledge but rather the beginning of the process which forms the habit of reflection:

> One might put the basic objective of liberal education very simply by saying that it is an attempt to create a sophisticated intellectual. (That adjective should be a redundancy, but as we use words, it is not.) But sophistication is not something that can be taught in the sense in which we can be taught arithmetic or quantum mechanics; it is rather a continually growing sense of command over one's abilities and the activities which they constitute and to which they contribute. (Wegener, 1978, p. 94)

These definitions of a liberal education come from sources spanning 2500 years of Western educational philosophy. Yet there are common themes running through all of them. These commonalities may be stated in part as follows: A liberal education will

(a) focus on making the individual a continuing, active, independent learner rather than a passive learner dependent on others' authority;

(b) emphasize knowledge and skills that are generic but essential for an active, responsible person in any vocation, profession or activity as a citizen;

(c) prepare individuals for productive work that includes the capability and flexibility to continue to develop competencies and to shift careers;

(d) engender the capacity to develop and refine a sense of values in one's self, to understand the values of others and to apply values and ethical principles in actions;

(e) foster an appreciation of one's own and others' cultural heritages;

(f) recognize societal needs and individual responsibilities and the context within which they must be addressed;

(g) develop a concern with future needs and problems caused by cultural, economic, political and technological changes in society.

In short, a liberal education is one which liberates the person, makes a continually active learner, leads to full citizenship, and provides the means for personal and societal improvement.[1]

In American education the concept of liberal education was the cornerstone of the curriculum of the first university founded on this continent, Harvard University in 1636. The purpose of Harvard was primarily to educate ministers, but in addition the founders proposed to offer "a broad general education...combined with a deep concern for the moral and religious development of youth" (Carnegie Commission, 1973, p. 59).

Brubacher and Rudy in their history of higher education in the United States stated:

> The colonial American college was in many ways a blood brother to its English model. Like the latter, it upheld the tradition of a prescribed liberal-arts curriculum, based upon a primarily classical preparatory course; it was more deeply concerned with the forming of character than the fostering of research. (Brubacher & Rudy, 1976, p. 23)

Embedded in these statements about the purpose of higher education is the ideal of the personal development of youth through knowledge of the classics and concern for moral principles. Thus, from the outset, American higher education has been committed both to preparing the student for the professions and to assisting with his personal development (Rudolph, 1984).

Although the curricula of the earliest American colleges were modeled on the classical liberal arts curriculum, this model was by no means uniform nor has it always been the ideal. Brubacher and Rudy summarized the changes related to the curriculum and the notion of the personal development of the students in this way:

> The history of American college life resembles the swinging of a pendulum in a wide arc. First there was the era of the church-dominated college with its unity of curriculum and extracurriculum, with its cohesive, self-contained life. Next came the changes characteristic of the years from 1865 to 1918 when there arose what one observer has called the "bifurcated college." In their own "students' university," undergraduates improvised a strenuous "college life" which was independent of, and frequently worked at cross-purposes to, the central intellectual concerns of American higher learning. (1976, p. 330)

By the end of World War I, however, many leaders of higher education had rethought the connection between the curriculum and the extracurriculum and were taking action to reintegrate the two. There was increased interest in providing residential facilities, counseling, career planning assistance, and organized social activities for students in higher education.

There is general agreement that the flowering of the liberal education ideal in the United States came about during the 1930's and 1940's. The aim was not to prepare students at the undergraduate level as specialists but rather to prepare them to be active citizens, especially in a democratic society. The ideals were exemplified by programs at Chicago, Columbia, Harvard, and other Ivy League institutions. These programs had two common features:

> (1) they emphasized broad abstractions and basic principles (usually across several disciplines) rather than specialized advanced work in particular disciplines; (2) they were consciously intended not to prepare students for vocation or even for graduate school. Published statements of purpose mentioned preparation 'to become an expert...in the general art of the free man and the citizen,' a 'broad critical sense,' or 'insight into general relationships' (Harvard)...the purpose of these new programs was simply to train the nation's future leaders at all levels, according to the ancient Platonic-Confucian-Jesuit-English ideal. (Winter, et al., 1981, pp. 3-4)

Although these stated features do not overtly point to a joining of the curriculum with the extracurriculum, the implication was clear.

One is not prepared to "become an expert...in the general art of the free man and the citizen" and a leader without integrating theory and examples learned in books and in class with out-of-class experience in the nonacademic world. To be a free person in the sense aimed at in these liberal education programs requires that social, political, economic, and personal experiences be critically interpreted and understood in the light of theories learned in school.

After World War II larger numbers of people began attending college, many more of whom than previously were from lower socioeconomic classes. This trend continued into the 1970's with increasing numbers of new or nontraditional students--women, minorities, and older students. Along with exploding growth and nontraditional students came cries for relevancy and competency-based curricula.

In addition to this large influx of new students, different in background and aspiration, many factors have mitigated against the continuance of liberal education as the ideal in the United States. Some of these factors have existed in the larger society and some have been internal to the university. Two such factors relate to demography and economics.

> Demographic trends and economic depression combined to shrink dramatically the job market for liberal arts undergraduates while opportunities (and earnings) at least held their own in specifically vocational fields. (Winter, et al., 1981, p. 7)

Often the external factors have strongly influenced the internal factors. The connotations of elitism of liberal education have always made it suspect in the egalitarian social and political climate of America. The establishment of land-grant colleges fostered the ideal of vocational as well as professional education. The knowledge explosion of the late 1800's which fostered intellectual specialization and academic

professionalization gave rise to departments and the departmentalization of teaching.

Kockelmans indicated how factors external to the university influenced its internal structure and process:

> The forces that shaped American education during the past century thus are also those that gave it its particular disciplinary nature. The basic impetus had been given by the process of industrialization in mid-nineteenth century. By the end of the century, the division of labor that characterized more and more of the productive process was paralleled by the fission of the educational process into a myriad of specialities. (Kockelmans, 1979, p. 79)

The rise of universities as research institutions changed the focus of the activities of the faculty. Wolfram Swobada offered an excellent history of the development of disciplines and departments and the rise of research as an important feature of the University. "The evolution of research specialities thus brought with it an alteration in the internal organization and structures of disciplines" (Swobada, 1979, p. 61). Research had, at first, been conducted in institutes which were separate from the universities; as research became an expected part of the university's role, the idea of belonging to a group, which became a department, was nurtured.

Interdisciplinary growth

The classical view of liberal education was not built around the artifical boundaries of the disciplines.

> Certainly Plato's Academy was not organized according to rigidly held disciplinary boundaries, though there were distinctions among subjects of study, such as mathematics, music, or dialectical reasoning. But these were viewed hierarchically as progressive, interdependent stages leading from an initial preparation requiring an understanding of nature and the human soul to a final training that was ideally to culminate in wisdom. (Kockelmans, 1979, p. 1)

The practice of breaking learning and teaching down into discrete subject areas is a rather recent habit. "What we now call disciplines and

specialities are a product of the nineteenth century. Their development is closely linked to the evolution of the natural sciences, which in turn...followed in step with the progress of industrialization" (Swoboda, 1979, p. 59).

As early as 1896, William Rainey Harper, President of the University of Chicago, lamented the negative impact that departmentalization might have on learning:

> Another topic to which I desire to call the attention of my colleagues, not as individuals, but as faculties, is that of the correlation of the student's work. The different departments are organized as departments for the convenience of administration. It is impossible in most instances to draw a sharp line of separation...Over against the endency to separate departments farther and farther from each other, the movement should be encouraged to bring the departments more closely together. The work of the student in the future will not be cut off into departments; on the contrary, it will be the study of problems which will lead him into and through many departments to study. The need for correlation does not receive from most of us the appreciation which it deserves... (Wegener, 1978, pp. 14-15)

There are many contemporary educators who believe that the attempt to structure learning and teaching around discipline boundaries is detrimental to the ideal of a liberal education and propose that we modify our structures toward an interdisciplinary approach. David Halliburton represents such thinking:

> The existence of rigidly defined disciplines, as embodied in the academic departments, clearly forms one of the obstacles in interdisciplinary innovation, just as it clearly forms an obstacle to the revitalization of liberal education in general. (Halliburton, 1981, p. 454)

Definitions of the term interdisciplinary add support to the idea that an interdisciplinary approach is supportive of the goals of a liberal education:

> Interdisciplinary suggests...the study of a problem in its totatility--an effort that, by its very nature, can never be completed. In this sense, interdisciplinary investigation

> is always an interim investigation, is always subject to revision and revitalization...
>
> But through interdisciplinary approaches one can make the connections relating the learner's own experiential processes with the experiental processes of a society or a culture. (Halliburton, 1981, pp. 459, 461)

Newell and Green made a strong case for interdisciplinary programs, saying they are "inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights" (1982, p. 24).

John Kemeny (1980) of Dartmouth has recently argued that the problems now faced by our society transcend the bounds of disciplines and that their solution requires the breadth of vision and skills of synthesis and integration developed by interdisciplinary liberal education.

Newell made a strong argument for an interdisciplinary approach to general education:

> First, interdisciplinary courses are likely to have a topical, tematic, issue, or problem orientation, because they must address questions too large for any one discipline to answer. Consequently freshmen are given the opportunity to explore "big questions" sustaining the enthusiasm for learning which many bring to college....
>
> Secondly, properly constructed interdisciplinary general education courses can be simply more efficient at presenting introductory disciplinary material than can separate disciplinary courses. Disciplines tend to overlap, especially in the social sciences and their introductory courses must each spend time explaining to students how to think like a social scientist (or humanist or scientist).
>
> Finally, students can gain some appreciation of the relative strengths and weaknesses of the disciplines through the interdisciplinary process of juxtaposing disciplines and systematically comparing their approaches and contrsting their assumptions. They come to recognize that any one discipline is a powerful but limited tool whose insights must be taken with a grain of salt because it captures only one aspect of reality...And when students come to select a major, the comparison of disciplines afforded by the interdisciplinary approach provides them with the basis for more informed choices. (Newell, 1983, p. 247)

A liberal education does not denigrate the need for content of knowledge and information. After all, one cannot give a critique of social problems, institutions and values without a knowledge of the development of culture and of knowledge itself. But a liberally educated person essentially must be able to think critically, to see the integration of knowledge and information, and to make sound value judgments. These abilities are developed, not so much by requiring memorization of or even exposure to specific, narrowly defined bodies of content but rather by concentrating on the processes which help a person to think, to integrate, and to make sound judgments. A liberal education is, therefore, not so much a product as a process.

Another aspect of this process is that of an integrated, even interdisciplinary approach, toward general education. This approach often uses a "problem" as its focus and is described by Kathleen Wallace:

> It is indeed important to study and solve particular problems, but the goal of "general education" is to understand, to situate problems in some broader context. Understanding is a condition for solving problems, not an "irrelevant" and merely "academic" exercise. (Wallace, 1983, p. 266)

Zelda Gamson commented on the ideals of a liberal education as they relate to the role of faculty and student. She says that the key to a liberating education does not lie simply in faculty members' good will or rest on convincing them to adopt this or that teaching technique. "Rather it grows from structures that build in opportunities for dialogue and active student involvement, which then change the way faculty behave as teachers and students behave as learners...such structures are the basis for organizational and individual vitality" (Gamson, et al., 1984, p. 94).

Kolb's research into learning styles and disciplines have led him to conclude that it is a responsibility and function of the university to

> provide the integrative structures and programs that counter-balance the tendencies toward specialization in student development and academic research. Continuous lifelong learning requires learning how to learn, and this involves appreciation of and competence in diverse approaches to creating, manipulating and communicating knowledge (1981, p. 252).

Many would agree that education must move away from the "container approach," that implies that there was a specific content which every educated person should have that could be "poured into" that person by the college or university. "No longer is it possible to proclaim that there is a body of knowledge that every learned person must master; the intellectual world is simply too vast and too differentiated for such a statement to carry authority today" (Gaff, et al., 1980, p. 25). The debates that rage among faculty are whether this course or that should be required for general education. The debates miss the point about general education in saying that a person is not generally educated unless that person takes certain courses. Many times debates are sparked more by territorial considerations and concern over student credit hours generated than by meaning or function of integrated general education curricula. In fact, the f al curriculum itself may be less influential in modifying students' ideas or perspectives and providing a liberating experience for them than the peer group, the residence hall, and informal contact between students and teachers and among themselves and student (Gaff, et al., 1980, p. 25).

In addition to the need to focus on an interdisciplinary approach and acquisition of skills that relate to process rather than content, a good general education program should be concerned with the whole life

of the student. The idea of education as a communal activity by which the community transmits its values and character to the youth of the culture derived from the ancient Greeks (Gaff, et al., 1980, p. 17). English institutions on which American colleges are modelled were "organized residential associations for the purpose of inculcating specific patterns of religious belief and social conduct" (Brubacher & Rudy, 1976, p. 331). The proliferation of colleges in the U.S. in the 1800's and 1900's was accompanied by a diminution of the attention paid to the residential or extracurricular aspects of the college experience. Primarily, this was because few colleges and universities could afford to furnish housing for students (p. 339). It was not until after World War I that there was an attempt to reintegrate the curriculum and the extracurriculum, attempting to establish a residential system that would facilitate academic and personal development and restore the college's concern for the nonintellectual side of the student's career (p. 330).

By the end of World War II and especially in the 1950's this concern for the extracurriculum or nonacademic aspect of a student's life resulted in what might be called the student personnel movement in higher education. As Brubacher and Rudy pointed out, this movement represents "not only a major effort to restore a unified life to the American college but also a revival of the old-time college's concern for the nonintellectual side of the student's career" (p. 332). However, this attempt at revival took a different thrust from the earlier tradition. Because the interest and activities of many of the faculty were more and more focussed on research and publication, they did not have the time nor the inclination to be concerned with the life of a student except as it was related to the formal academic life. Also, the increased bureaucratization with its

demands on academic administrators did not leave them time to serve as counselors or mentors for students. Because of the recognized need for the extracurriculum and because faculty interests and energies were focussed elsewhere, there developed a whole new corps of persons who became known as "student affairs" personnel, who had as their chief focus the extracurricular life of a student. The notion that the extracurricular was important in education was certainly not new; indeed, the earliest colleges were concerned with the development of the whole student. What was new was that the extracurriculum was being relegated to a staff that was separate from the faculty. Following World War II the curriculum grew more diversified, while the undergraduate population grew with great rapidity and became more heterogeneous. Secular influences became stronger. As a result, the unity of the old-time college was impossible (Brubacher & Rudy, 1976). The development of a professional student personnel staff thus coincided with increased interest in providing residential facilities for students plus other services including counseling, financial aid, career planning and placement, opportunities for involvement with governance, and opportunities for development of interpersonal and leadership skills.

Therefore, while the university has shown its concern for the development of the whole student, in both curricular and extracurricular ways, the end result is still a bifurcation of the student. One professional group, the faculty, is concerned with the formal intellectual development; another professional group, the student affairs staff, is concerned with the development of the extracurricular. There is little, if any, integration.

Critics Ernest Boyer and Arthur Levine, have challenged higher education to face the issue of the education of the whole person once again. They have said that what is common to our life in the world ought

to be central to a liberal curriculum, and that while we must protect the integrity of the individual, the most urgent task of our society is to invigorate the concept of community. They noted that

> Each general education revival moved in the direction of community and away from social fragmentation. The focus consistently has been on shared values, shared responsibilities, shared governance, a shared heritage and a shared world vision. (Boyer & Levine, 1981, p. 17)

This call by Boyer and Levine is reminiscent of the concerns which prompted the establishment of higher education in this country--that there be an educated group of individuals who had a sense of their heritage and the values of the community, and who were capable of sharing this with others. Thus there is an indication that the vision for education has come full circle from the small residential college of early times, which focussed not only on general as contrasted with specialized learning but also on personal growth and maturity of intellectual capacity, to a recognition in the present of the need to provide the same type of experience.

Summary

The idea of education as that which liberates the person, makes a continually active learner, leads to full citizenship and provides the means for personal and societal improvement has been in existence for over 2500 years. Those who have held this idea, however, have struggled with countervailing forces.

In the United States, industrialization, the focus on vocational training with a concomitant increased emphasis on specialization, the increasing size of colleges and universities and attendant loss of identity and development of community, the development of discrete departments and the increased emphasis on research in institutions of

higher education--all these factors have mitigated against the liberal education concept.

Instead of promoting the values espoused by liberal education, including the development of the individual with a sense of community and identity, concern for the larger society and ability to think critically and analytically, the university has become more and more an impersonal institution seemingly concerned with numbers, credentialing, research and publication. These activities and emphases have led to large undergraduate classes, especially in so-called general education courses, often taught by graduate student instructors. With the loss of concern for the full development of the student by the academic professional, a new profession called student affairs has developed to provide for the larger personal needs of the students. But the end result still leaves a split between the curriculum and the extracurriculum.

CHAPTER II

RESIDENTIAL COLLEGES

One of the responses to the multiple concerns for liberal education, interdisciplinary study, sense of community and individual personal development is the residential college or living/learning program. Many colleges and universities of all types--public, private, large, small--all over the United States established residential colleges during the 1960's and 1970's (Gaff, et al., 1970, p. 5).

Residential colleges have varied somewhat in their design and there is no universally accepted definition of residential college or living/learning program. However, "cluster college" is most often used to define a structure that grants a baccalaureate degree. In the cluster colleges students attend most or all of their classes in the same facility in which they live and with other students who live in that cluster college; faculty members have at least their offices in that building and some live there (Gaff, et al., 1970). The cluster college, however, has not been the norm.

The typical residential college is a structure or program which involves students during the freshman and sophomore years only. Therefore, the term residential college used herein is defined as "programs in university residence halls which are designed to integrate the living and academic aspects of students lives, particularly in the freshman and sophomore years." The residential college has consisted of 100 to 500 students in one residence hall including classroom and faculty offices.

The students take the majority of their coursework in the residential college in the area of general education while taking a minor part of their course load in academic areas outside. Most programs or courses are interdisciplinary. Students usually participate in a residential college only during the freshman and sophomore years and spend the junior and senior years completing the major and other requirements for the baccalaureate.

The goals of a residential college have varied by institution. Gaff has summarized these as providing "a haven from the impersonality of the larger university, to structure opportunities for meaningful peer-group interaction, and to channel the peer-group influence toward academic values" (Gaff, et al., 1970, p. 9). Dressel has summarized the instruction and learning goals:

(a) becoming aware of one's abilities and the opportunity to utilize those abilities;

(b) mastering communication skills;

(c) understanding one's values, value commitments, and the values of others;

(d) developing ability to relate effectively to others;

(e) developing the ability to relate knowledge to the contemporary scene (1970, p. 231). These goals are similar to those usually stated for a liberal or general education program. In developing a curriculum, most residential colleges have attempted to bring coherence to the notion of general education and in the process eliminate sharp distinctions between the academic and social lives of students.

Against this background of goals statements, the present study of residential colleges has been undertaken.

In gathering information about residential colleges, two ERIC searches were made, using living/learning programs and residential colleges as descriptions. However, the search yielded only two pertinent articles, those by Jerome and Dressel. Another approach taken to gather pertinent information was to contact 22 institutions similar to Appalachian State University (ASU), "institutions that were, in general, state-supported, regional, located in rural areas or small towns, and were near the size of ASU or somewhat larger" (See Appendix A). Of the 22 institutions, one is a commuter school with no dormitories and only two of the institutions have residential college programs: State University of New York (SUNY) at Binghamton and Western Washington University.

The goal of the research was to illustrate the characteristics of residential college programs and to find evaluative data on the programs. The ERIC searches showed that there has been very little published about such programs. Because of the paucity of results in locating residential colleges in institutuions similar to Appalachian, residential college programs were identified through informal contacts and information was elicited directly from personnel connected with the programs themselves.

The institutions contacted which sent information about their residential college or living/learning program were The University of Illinois at Urbana/Champaign, the University of Vermont, the University of Michigan, Western Washington University, and the University of North Carolina at Greensboro. Information on the sixth, the University of Wisconsin, was obtained from the book Integrated Studies edited by Stephen H. Dill. In addition to these programs persons were contacted at SUNY at Binghamton, SUNY at Stony Brook, Wayne State University, the University of Indiana, and Michigan State University. However, no printed

information on the residential college programs at these institutions was available in time for this study. (See Appendix B for a listing of persons contacted.)

A summary of characteristics of these and other programs follows. One residential college, Watauga College at Appalachian State University, is presented in detail in Chapter III.

University of Michigan

In 1983-84 approximately 22,000 undergraduate students were enrolled at the University of Michigan. A "pilot Program" for freshmen and sophomores was "created to destroy the widening gap between the student's intellectual and social life" and to foster "an understanding of the integration of ideas and work [which is] essential to a liberal arts education" (Rowe, 1979, p. 37). The program was founded in 1962 and included 575 students in 1979. Housed in an old dormitory which was renovated to accommodate a variety of activities, its atmosphere "has an immediately recognizable spirit of community largely missing from the oceanic university surrounding it (Jerome, 1971, p. 48). Pilot is funded by both the College of Liberal Sciences and Arts and the Housing Office; a committee comprised of persons from both these areas oversees the program. Most of the teaching of freshman English is done by "resident fellows" who are graduate assistants living in the residence hall.

Both credit and noncredit "courses" are offered. No curriculum is common to all students. However, all first-semester freshmen are asked to take a one-credit hour course, an extended orientation which also provides an opportunity for students to get to know one another as well as faculty. Also only students who do not exempt English composition take that course in the residential college (Schoem, 1982). Because of its success, the program grew almost too large to meet its goals, but

> ...still there is an air of friendliness and caring in the college. The dean and members of the faculty...seemed to know an astonishing number of the students by first name and to know something about them. Students feel a sense of ownership--a high degree of determination about their classes, about the way the place is governed, about the activities which give the college its stimulating and affectionate quality of life. (Jerome, 1971, p, 48)

Tensions exist between the college and the University. The faculty members who participate in the program often feel like second-class citizens, although at least one author feels that this feeling helps the morale within the program by developing camaraderie within the group. Although they are perceived as dilettantes by the rest of the university, the members of the college view

> 'undergraduate education (as) concerned with enduring kinds of growth--changing attitudes or the way you look at things, or relate,' as the dean put it, rather than the 'self-contained series of mosaics' in learning associated with the acquisition of specific knowledge and skills. (Jerome, 1971, p. 49)

In describing the type of faculty that the program seeks, the director said

> We're looking for people who are strong academically in their own departments and have creative ideas, teaching experience and who will respect students' thinking and development. They must also be critical thinkers themselves, eager to help students develop those writing and thinking skills...we're looking for people who can challenge students and be challenged. (Schoem, 1982, p. 2)

The University of Illinois at Urbana/Champaign

In 1983-84 approximately 25,400 undergraduate students were enrolled at the University of Illinois at Urbana/Champaign. "Unit One" began in 1971 with a freshman class of 180 and in 1981 included all 600 students living in Allen Hall. The emphasis of the program was on "personal, intellectual and social development, tutorial study agreements, and interdisciplinary studies" (Schein, 1981, p. 35). Although faculty members

do not live in the residence hall, they do have offices there; the administration of the program is shared by residential and academic staff.

Students are involved in all Unit One affairs including hiring staff, choosing faculty and courses, designing courses, and arranging workshops and discussions.

> Students participation at all levels of decision making provides an outlet for their highly motivated activity level and channels this activity into self-determined, productive areas. Unit One gives the students the chance to assume a good deal of responsibility for regulating their own residential life and provides a place where classroom learning is not necessarily distinct from the rest of their lives. (Schein, 36)

The program offers both credit and noncredit courses, taught by a faculty that is hired directly by the Unit One Advisory Committee and by regular departmental faculty members. "Courses are to be innovative in content and/or method of delivery and are usually designed to make use of the residence hall environment" (p. 36). Courses are offered through departmental numbers as well as through numbers assigned specifically to the program. There is no core curriculum for all students.

> Unit One has been formally evaluated five times...All evaluations have found the program to be conceptually sound and an asset to the undergraduate experience. Specifically, strengths were (1) provision of a stimulating residence hall environment; (2) creation of an undergraduate academic community. (p. 38)

Despite these positive evaluations of Unit One, the Dean of the College of Liberal Arts & Sciences tried to terminate the program four times. The first three times, intensive lobbying by students and faculty saved it; the fourth time the Vice Chancellor for Academic Affairs assumed academic sponsorship of the program (Schein, 1981, 35).

University of Vermont

In 1983-84 the undergraduate enrollment at the University of Vermont was approximately 7,600. The Living/Learning Center (LLC) was begun in 1973 and is the only one of the programs reviewed that is in a facility designed specifically for a living/learning or residential college program. Five residence halls cluster around a commons area that contains a dining room, snack bar, recreational rooms, photography workshop, meeting rooms, administrative offices, and other areas. Six hundred students live in the five residence halls in suites of five to seven students. Most faculty members who teach in the Living/Learning Center have offices in the commons and some live in the residence halls. The mission of the program includes seeking to "maximize the educational potential of the residential environment; integrate formal and informal learning situations and encourage student responsibility for their own education, and to create a stronger union between students' academic and social lives" (Living/Learning Center Self-Study).

The LLC is headed by a director "who reports to the Vice-President of Academic Affairs, but it possesses neither curricular autonomy, a separate faculty, nor a core program for all residents" (Magnarella, 1974, p. 5). The program exists "to facilitate a variety of faculty and student-designed programs, composed of different sized groups who wish to live together because of a mutual commitment to develop shared academic, intellectual, or socio-cultural interests" (p. 6).

While a self-study completed in 1977 rated the LLC high as far as its stated goals were concerned, there was agreement that the LLC suffered from an image problem because its administrators had failed to communicate sufficiently what they were doing to the rest of the campus (Self-Study, p. 3).

Western Washington State University

In 1983-84 approximately 9,000 students were enrolled at Western Wshington. Fairhaven College was founded in 1965 and was planned

> ...to represent an imaginative, experimental approach to undergraduate education, with a sense of community created through smallness, residential facilities for all students, and provisions for easy communication among all participants. (Western Washington, 1971, p. 3)

Fairhaven's program was to provide a "superior quality of liberal education, at no additional cost" and was to utilize the resources of the larger university, while maintaining the ideal of a small college. In addition, students were to be more involved with planning and development of the curriculum, and teaching techniques were to be experimental (p. 3). The heart of the academic program was interdisciplinary with an emphasis on the world's major cultures and the role of science in contemporary society, including the origins of the sciences. The college awarded a bachelor's degree.

An evaluation of the program done in 1971 by an independent body ascertained that the students who were attracted to Fairhaven were more likely to come from families where both parents had degrees, and had incomes higher than the average for students at Western Washington State. Also a higher percentage of the students were in the "high intellectual" category, "more scholastic and ready for challenging learning experiences" than the average WWSU student (pp. 20-22).

Students involved in the program generally gave the program high marks and felt that their expectations were being met. One area that the students scored low was the physical facility of the dormitory. A paragraph of the evaluation provides a good summary:

> Granting an expected variety of difficulties and problems, generally typical of most tradition-breading institutions, there were a number of indications that Fairhaven was providing challenging teaching-learning experiences for impressive proportions of both students and faculty, especially when and where such experiences were sought by students. Supplementing and providing the framework for the central core of curricular activities in these early years were other noteworthy aspects of the total program: the committed and patient leadership and concern of two deans; an amazingly zealous and highly involved faculty; a planned and continuing flexibility in the governing structure and the development of curriculum; a functional committee system with integrated faculty and student participation; and a self-selected student body, including a large proportion of able and ready learners. (p. 29)

The program was housed in its own facility on the edge of the campus. Courses were taught by a faculty which taught only in Fairhaven. The Dean of the College reported to the Provost of the University (1978).

The University of Wisconsin

Approximately 28,000 undergraduate students were enrolled at the University of Wisconsin in 1983-84. The program at the University of Wisconsin has its roots in the Integrated Liberal Studies Program began in 1927 under the directorship of Alexander Meiklejohn. In many ways Meiklejohn's program has been a prototype for later residential college programs. It was designed to experiment with educational policy, including tutorials instead of lectures, modules instead of semester sequences, and different grading and attendance policies than those of the University. "The chief and most radical aim of the experiment was to fuse together the intellectual and social activities of the students" (Dill, 1982, p. 64). The curriculum was an intense two-year theme course in which everyone "studied a unified reading list focusing on the comparison between classical Greek and present day American society" (p. 65).

Although participants in the program reported that it was enormously stimulating, it was not without its detractors. The idea of a "separate college with separate policies, especially the grading policies, for a 'special' group of undergraduates," which attracted more out-of-state students than other areas of the campus along with some "free thinkers, artists, a few socialists and a visible Jewish population from the east" did not sit well with many people at the University (p. 65).

Meiklejohn was himself a controversial figure and he did not endear himself to many of his colleagues. Few on campus agreed philosophically with the program, and many resented the outside faculty who had been brought in to teach in the program. "As the Depression worsened, the perception grew that College was an unaffordable luxury, and each year Mieklejohn's support decreased" until the college closed its doors in 1932 (Dill, 1982, p. 66).

The current residential college program was begun in 1948 based upon a review of the Meiklejohn experiment and centered around an interest in revitalizing general education. Enrollment was "restricted to 300 students per class to encourage close contact and informal relations with the faculty. But the students did not constitute a group separate from the rest of the campus, and they were governed by normal university regulations" (p. 66). There was a very conscious effort on the part of the group involved in 1948 to try not to duplicate those practices that had been perceived as negative in Meiklejohn's Experimental College.

The program was interdisciplinary with history as the integrating theme. There was no separate faculty, but rather faculty members were borrowed from departments. The program existed until 1979 when the Dean of the College of Letters and Science decided to terminate the program

because of declining enrollment, decreased faculty interest and "loss of a cohesive vision in the curriculum" (Dill, 1982, p. 63). Later, but in the same spirit, a group of faculty members representing several departments decided to develop a new Integrated Liberal Studies Program and a committee was appointed to study the program. In 1981, 480 students were enrolled in the program (p. 82). The program operated on an interim basis between 1981 and 1984 and is currently being re-evaluated (p. 63).

UNC-Greensboro

The enrollment at UNC-Greensboro in 1983-84 was approximately 9,000. The Residential College was begun in the Fall of 1970 as a two-year pilot project with 108 freshmen in one of the older dormitories at UNC-G. This was the first coeducational dorm at UNC-G. Freshmen took nine semester hours in an interdisciplinary curriculum within the program. (The remainder of their academic load was taken in areas outside the residential college.) The Residential College program "was based on the assumption that the total life of the student would be more positively affected by a combination of residence hall plus the academic program" (Fitzgerald, 1972, p. 2). As with other programs, there was a desire to have a small unit that would emphasize a sense of community while being able to take advantage of the resources of the larger university. Another major concern was "to try out innovations in curriculum and in alternative residential environments" (p. 3). The curriculum focused on an "integrated" education and experimentation occurred in several areas, among them

> small groupings, closer student-faculty relations, team teaching and interdisciplinary course work, more student participation in program planning...less distinction between freshmen and sophomores, students and professors, internal student governance by 'participatory democracy, more flexible curriculum and more intellectual involvement with the contemporary world (pp. 3-4).

There was no separate faculty for Residential College; faculty members were recruited on a semester-by-semester basis. The Director was part-time and there was no specific budget for the program. The Dean of the College of Arts and Sciences was responsible for the program. The Fitzgerald evaluation of the program in 1972 concluced:

> Overall our research strongly supports the conclusion that the residential college is indeed serving the major functions for which it was designed. There has been a repersonalization of education and a facilitation of experimentation on a small scale. Also, the living-learning atmosphere has resulted in a positive and noticeably effective sort of community spirit - one which cannot have hlped but influence academic progress (p. 27).

The program is still in existence today, having weathered many storms. The 1983-84 enrollment was approximately 100 students. "Report on the Residential College" by R.T. Whitlock (June 1983) provided an up-to-date report on the College. It listed several recommendations including those that the Director be made full-time and be given a specific budget, and that the program be treated more like a department. Critics of the Residential College Program tend to point to problems of lack of privacy, drugs, and black/white tensions, although investigations of other residence halls found the same problems in the same intensity. Fitzgerald's report warned against "transferring the ills of the larger university onto a scapegoat in the form of the residential college (p. 27).

Summary

The literature describing residential college programs indicates certain characteristics that are common to many of the program. All of them seem to be responding to a point made by Clark Kerr that the university has many problems to address, including

> how to treat the individual student as a unique human being in the mass student body; how to make the university seem smaller, even as it grows larger, how to establish a range of contact between faculty and students broader than the one way route across the lectern or through the television screen. (Kerr, 1963, pp. 118-119)

The characteristics of most residential program are summarized below:

1. Older residence Halls: with the exception of the University of Vermont, the programs are described as being housed in older, sometimes not attractive, residence halls.
2. We-they feeling: this prevalent attitude is sometimes referred to as a positive factor that motivates participants, although it is potentially draining on faculty energy.
3. Emphasis on building community: one of the primary reasons for having a residential college is to promote a sense of community in the largely impersonal university.
4. Integrated or interdisciplinary approach: there is at least an attempt to integrate living experiences and learning.
5. Experimental/alternative: many programs were begun as self-proclaimed experiments; even after many years most are still viewed as alternative programs and not as models for the entire university.
6. Defensiveness: such programs seem to be constantly on the defensive and are evaluated more than traditional programs.
7. Involvement of students: residential college programs involve students to varying degrees in the governance of the programs ranging from student assemblies concerned with planning extracurricular programs to students involved in curriculum planning and hiring of faculty.

8. Faculty: strongly committed to the ideals of the program, which include commitment to students and emphasis on teaching.
9. Image of programs : perceived as much more liberal than the rest of the campus "with regard to sex, drugs, dogs, and demeanor" (Fairhaven Evaluations, 1971, p. 27).
10. Support: while the programs are often assailed by groups of faculty, they usually are supported by one or two key administrators.
11. Coeducation: often the residence halls were the first to be coeducational on their perspective campuses.
12. Scapegoat: problems related to lack of privacy, drugs, heterosexual and race relations are pointed to with more concern to than on the rest of the campus. Some administrators feel that residential colleges may become scapegoats for the larger campus.
13. Lack of Science: very few scientists are involved in most residential college programs.

While the residential college concept was widespread during the 1960's and 1970's, its popularity has declined since then. Although statistical information on the exact number of residential colleges still in existence is difficult to compile, there is general agreement that the numbers have declined significantly since the mid-1970's (Gaff, et al., 1980).

Several factors have contributed to the decline of residential colleges :

1. Emphasis on vocational education: more and more students are viewing the baccalaureate as a way to get their first job after college, and are almost single-minded in their pursuit of a degree leading to a job.
2. Decline in the student population: this decline is expected to reach at least the 25% figure in the next few years (Green, 1980, p. 4). The spectre of large declines in enrollment has caused many institutions to curtain such "frill" programs as residential colleges.
3. Trend toward conservatism: this has certainly had an impact on colleges and universities nationwide (Rudolph, 1984).

There has been constant debate about the aims and procedures education in recent decades. The explosion of knowledge makes it difficult to defend the position that there is one body of knowledge that every learned person must possess. However, the dominance of departments and the trend toward specialization has probably never been more pronounced (Riesman, 1980; Gamson, 1984; Rudolph, 1984).

While there seems to be less support for interdisciplinary studies, residential colleges, and general education from faculty, in large part because of the general insecurity that exists in academe today, other voices are saying that interdisciplinary programs, residential colleges, and general education programs need to be expanded and strenghened (Chickering, et al., 1981; Halliburton, 1981; Kerr, 1963; Gaff, 1980; Carnegie Foundation, 1977; Rudolph, 1984; Hesburgh, 1981.

There are renewed calls for improving the abilities of students to learn how to learn, to acquire problem-solving techniques, and to sharpen

their cognitive skills. It is predicted that students graduating from college now will have five careers during their lifetimes. Therefore, the general education component is becoming more critical than ever before.

> Faculty and student preference now seems to more toward specialization and atomization of the curriculum and away from integration and coherence. It is the pull toward a command of a narrow subject matter in great depth at the expense of familarity with the principles and methods of thought and inquiry that makes it impossible for educated persons to deal with a variety of subjects on a fundamental level. (Carnegie Foundation, 1977, p. 175)

Because most residential colleges represent attempts by universities to invigorate general education and because many are interdisciplinary or theme focussed, this decline has implications that are broader than the role of the residential college.

CHAPTER III

WATAUGA COLLEGE: A BRIEF HISTORY

In 1972 under the auspices of the General College, Appalachian State University began a coeducational, residential college program, naming it Watauga College from the residence hall in which it was originally housed, Watauga Hall. The program began with 120 freshmen students

> in response to the challenge of creating attractive and stimulating educational opportunities for students and faculty at a time when people became concerned that Appalachian State University might be losing some of its closeness and community-oriented life style due to its rapid growth. There was concern that students were becoming numbers--that students and faculty might not be able to meet each other readily outside of the classroom; that the curriculum had become so fragmented that a sense of the inter-relationship of knowledge was being lost; and that the growth of the total individual was threatened. (Appalachian State University, 1975, p. 1)

This chapter will present a history of Watauga College in three time periods: 1972 to 1975, 1975 to 1980, and 1980 to 1983. The author has searched all existing files for pertinent information. However, few files were kept in the early years of the program. Therefore, much of the information reported here has been gleaned from interviews with persons involved with Watauga College. Quotations have been reviewed and approved by those quoted.

The Beginning: 1972 - 1975

The interest of administrators and faculty was developing for over two years before specific plans were laid. During the latter months of 1971, three faculty members, representing the departments of art, English, and religion, became keenly interested in planning a curriculum as well as the residential aspects of a residential college program. These three

were participating in a project on campus funded by the United States Office of Education called "Teachers of Teacher Trainers" (TTT), which was aimed at faculty development with a significant emphasis on interdisciplinary or cross-disciplinary efforts in teaching future teachers. They and the Dean of the General College visited or contacted for information several residential college programs across the United States, including the one at the University of North Carolina at Greensboro (See Chapter II).

Curriculum

After a curriculum had been planned, this description was written for the 1972-73 catalogue:

> University Studies, 101, 102, 103 (10, 10, 10), F,W,S
>
> An interdisciplinary study in the humanities and social sciences in which basic problems of civilization will be considered: problems of living together; problems of ideology and aesthetic satisfaction. The courses are open only to students in Watauga College. They count as general education credit.

Specifically it was recommended that academic credit be offered in a block of ten hours for each of the three quarters of the freshman year. The purpose of asking for block credit was to allow participating faculty flexibility to design the course content and pedagogical approaches from year to year. Normally, most credits are in small blocks, e.g., three or two semester hours, and the course content is somewhat narrowly defined. Credits in these small blocks usually must be approved through the academic channels of department, college, university-wide council, and vice-chancellor. A ten-hour block of credit with a very general designation in the humanities and social sciences allowed for pedagogical and especially curricular revision to take place much more easily (Webb, 1980). Formal recommendations were first taken to the General College Council, made up primarily of the academic deans of the university; from there, recommendations went to the

Academic Policies and Procedures Committee which approved the credit. This was done in the 1971-72 academic year. Approval also had to be received from the top-level administration in the academic as well as the residential parts of the program. The Vice Chancellors for both Academic Affairs and Student Affairs, as well as the Chancellor gave strong support (Webb, 1980). The administration of the program was placed in the General College.

Dr. Jim Stines, one of the three faculty members who were the driving force behind getting Watauga College started, gave this statement of the early program and the curriculum:

> The rationale...was to develop a program that was freed of the structure of the catalog so it could be free to respond to current ideas. It was to be responsive to the subject matter the students needed but also issues of current concern. The program would deal with issues that are at the top of the agenda of public consciousness. There was much ad hoc inventiveness and experimentation. The central idea, as much as possible, was to have interdisciplinary and team-taught courses. We were self-consciously trying to work outside well-worn categories and to see what one could see at the interfaces of the traditional disciplines. (personal communication, April 4, 1984)

In a memorandum to all ASU faculty dated September 1, 1972, the director (one of the faculty members) described the first-year program as an attempt "to blend an emphasis on community and interpersonal relationships with an interdisciplinary approach to humanities and social science" (Frantz, 1972a, p. 2).

He went on to describe the components of the curriculum:

1. A film program (international film features, documentaries, short subjects, videotapes) involving all students.

2. Three blocks of studies in English, history, and interdisciplinary work (art, literature, music, history, philosophy, psychology, religion), with aprpoximately 40 students in each block, rotating each quarter.

3. Individual courses, independent study, "mini" courses (interdisciplinary in nature) with every student, in consultation with a professor, pursuing an individual program of study. (Frantz, 1972a, p. 3).

The ten-hour block did not divide itself neatly into segments of three semester hours of English, history, and so forth. However, for the purposes of calculating general education credits and attempting to respond to critics who wanted to know how traditional credit was being honored, the ten hours are stipulated to meet specific requirements in English, history, and so forth.[2] The credits assigned depend, of course, on the content covered. However, the faculty involved did not view the curriculum that way:

> Instead of thinking of courses as specific credits, we are thinking of University Studies as 30 units of general education credit. And instead of thinking of English as a departmental function, we think of it as a college requirement...This is an ideal many English Departments have envisaged--a total faculty holding themselves responsible for what students write. Hence, we tried to hold ourselves accountable for the traditional program and to have ready translation of the program into standard credits for any student who transfers out of the program. (Frantz, 1972a, p. 4)

Students

In the first year of Watauga College students were recruited from the entire group of students approved for each year's entering freshman class. Materials describing the program were sent by mail to all freshmen who had been accepted by ASU and had paid a deposit in the spring of 1972. Included in the materials was an invitation to the student to indicate interest in the program. In the late spring and summer, faculty members who had planned the program and would teach in it went in teams to different high schools where students had expressed an interest. There they shared with the students--and in most cases their parents--the ideals and norms of the program. They also required the students to write an essay indicating that the written expression of ideas would be important in the program. While the interview and the essay were meant

to be screening devices for the faculty to use to select students, it happened that 120 students selected themselves to be in the program and that was the number desired.[3] In the final analysis, therefore, the essay and the interview were not used as screening devices but helped the students and faculty to learn about each other and to set the tone for the program to follow (Stines, personal communication, April 4, 1984).

From the beginning of the program there was a conscious effort to involve students more actively in planning class activities, and in governance of the residence hall than was typical on the rest of the campus at Appalachian. According to the former assistant director, many meetings of the entire student group with some or all of the faculty were held during the first two years of the program for the purpose of voicing and discussing students' concerns (Watts, personal conversation, May 19, 1984).

At the beginning of the third year of the program, a group of 30 students elected by the entire group went on a two-day retreat with faculty members at a nearby camp. One of the results of that retreat was the recommendation that there be a Watauga Assembly, an elected body to represent the students. The assembly was composed of 12 students who represented each floor or hall of the residence. They met regularly to discuss various issues ranging from curriculum to visitation policies to rule infractions. They had charge of a fairly large budget comprised of the $10 fee paid by all Watauga College students. This money was used for programming in the residence hall and paid for visiting distinguished speakers, films, and the frequent "beer bust" (Wentworth, personal communication, May 15, 1984).

In addition to the Watauga Assembly, students were very involved in other related activities such as search committees and discussions of curriculum. In fact, the impetus for the sophomore-year component came from students. Some students even taught mini-courses in the second and third years. These courses were open to both faculty and students and included such topics as Karate, Sign Language, Breadmaking, and Gourmet Cooking in a Popcorn Popper. These mini-courses, which were required but not graded, were not continued after the fourth year because of lack of student interest; and besides, the faculty was interested in new ways of using the "extra" hour (Wentworth personal communication, October 5, 1984).

Staffing and Faculty

In the first two years of the program the teaching responsibilities were divided among ten faculty members from various departments who devoted from one quarter to three quarters of their time to the program for a total of 3.92 positions. The director gave three fourths of his time to the program. Numerically teaching the faculty were roughly the equivalent of the faculty that would have been responsible for teaching these students if the students had taken departmental courses to meet their requirements. The selected faculty members were highly respected, competent, creative members of their departments (Webb personal communication, March 1984). The faculty/student ratio was 1 to 30.6 (Frautz, 1972b, p. 1).

A position for counselor/residence director was established in the first year of the program. The counselor was charged with developing a sense of camaraderie and community spirit among students. In an effort to integrate the counseling and academic programs, the counselor was

included in all faculty meetings and was considered an equal of the faculty. In fact, the counselor did teach one course, "Life and Career Planning," each semester. While most of the counseling was in groups, the counselor was available to counsel on an individual basis (Watts personal communication, May 19, 1984). A married couple, assisted by 12 upperclass peer counselors, also lived in the residence and represented the residence hall staff.

In the first year of the program the counselor/residence director was a young ASU graduate who lived with his wife in the dorm. In the second year he took another position and she became the counselor/ residence director. In the third year two positions were allocated and the couple took both of them. Even in the two years that only one of them was employed, both were very much involved in the program.

Administrative Structure

Watauga College has been and still is a child of the General College. In order to understand the history and development of Watauga College in its proper context, the functions of the General College in relation to other academic units on campus must be understood.

In 1968 Appalachian changed its status from a teacher's college to a regional university within the University of North Carolina system. It was organized into five colleges: Arts and Sciences, Business, Education, Fine and Applied Arts, and the General College. The deans of each college, along with several other administrators, report to the Vice Chancellor for Academic Affairs.

The General College has as its primary functions the orientation of all students and the advising of freshmen and sophomores. The Dean of the General College also is charged with administering undergraduate

general education credits which comprise approximately one-third of the credits required for graduation. While the Dean has no supervisory responsibility for the faculty that teaches general education courses, there is a General College Council comprising the deans of the degree-granting colleges, the Vice Chancellor for Student Affairs, the Coordinator of Long Range Planning, and the Associate Vice Chancellor of Academic Affairs. This council makes recommendations to the Academic Policies and Procedures Committee (curriculum) on requests for courses to count for general education and advises the Dean on other academic matters.

In the early 1970's the General College also was given the mission to provide new and innovative programs and services to meet certain academic needs of undergraduate students not being met elsewhere. During the decade following, therefore, the General College assumed responsibility for and in most cases generated several new programs, some of them bearing academic credit and some not. In a certain sense, the staff and later the faculty in the General College saw their mission somewhat as a research and development unit in undergraduate teaching and curriculum as well as in support services. During the decade of the 1970's, this concept was strongly supported by the Chancellor who was keenly committed to educational innovation.

When Watauga College first came into being as an interdisciplinary program, formal interdisciplinary work had been offered on campus for several years previously in the General Honors Program. General Honors has always been restricted to a few selected students, while Watauga College has always been open to a cross section of Appalachian students. In its second year, Watauga College subsumed General Honors. In the third

year, however, the General Honors Program was withdrawn from Watauga because some people believed that it was losing its identity and visibility as a program for elite students. At that time, the General Honors program was assigned directly to the Office of the Dean of the General College, which had been the administrative location of Watauga College from its beginning.

At the end of the 1972-73 academic year the director of Watauga College resigned. A psychology professor who had taught in the program that year agreed to be director during the 1973-74 academic year. There is nothing written extant on the curriculum of the second year, 1973-74; however, one participant remembers that there was the beginning of a course called "Human Values and Ideal Communities," which later became one of three core courses (Wentworth, 1984). In 1973-74 the staffing remained basically the same and there were again 120 students, self-selected through invitations. The program remained at Watauga Hall.

Other Developments

No separate annual reports are on file for Watauga College prior to 1976; however, references to Watauga College and interdisciplinary studies in the General College's annual reports of 1974 and 1975 bear noting here. The June 1974 report mentions Watauga College among the long-term objectives of the General College:

> 1. We have added a sophomore year in Watauga College and would expect to add offerings for juniors and seniors within the next few years. Other types of General Education courses are also being planned for upperclassmen.
> 2. We expect to introduce even more variety in program choice for fulfilling General Education requirements. The cluster college concept and other means will be experimented with.
> 3. We will encourage more interdisciplinary courses at all levels. (Annual Report to the Chancellor, 1973-74, General College, p. 7)

That year several significant events occurred in Watauga College that impacted on the program for several years.

One was that the program moved from Watauga Hall to East Hall. Watauga Hall was one of the oldest residence halls at Appalachian State University, located in the center of campus near the library. It was just large enough to house the 120 students and counselors and to provide office space for some of the faculty. East Hall, in contrast, is the largest residence hall on the campus, with room for 350 students. It has never been filled completely with Watauga College students. However, in the first two years East Hall was plagued with a leaking roof and the problems attendant to that caused major morale problems for both faculty and students (Moore, personal communication, May 2, 1984).

Another significant event in 1974 was the addition of a sophomore year program, requested by students who had been in the program the first two years. The faculty planned what it considered a dynamic program for the sophomores called "Science and Society" (Stines, personal communication, June 29, 1984), for which students earned six hours per semester. According to one faculty member though, the students were never as excited as the faculty. Also, he believes that part of the problem was that the science faculty brought into the program had perceived that the program was "academically soft," and they were determined to see that the science component was not soft. In their determination to "be tough" they may have alienated some of the students (Stines, personal communication, June 29, 1984).

A third event in 1974 was the implementation of a new curricular structure based on "core" and "area" courses. A description of these appeared in a 12-page mimeographed paper entitled "Watauga College", which

was aimed at prospective students. While the paper cites no date or author, it refers to and describes the 1974-75 program and appears to have been written in late spring 1975, by the Director of Watauga College.

> Core courses are different from any other course a student is likely to take at A.S.U. They usually involve some fifty students and three or four faculty members. They are thematic, problem-oriented courses which provide the benefits which come from a genuine collaboration in learning, close relationships among faculty and a sense of responsibility for one's own work...the student, with faculty guidance, learns about the relationships between diverse disciplines and how each approaches the problems posed by the theme chosen for that Core course. (Appalachian State University, 1977, p. 3)

Instead of focusing on accumulating bits and pieces of information which are then fed back to the instructor on an examination, "the student is challenged to put ideas to work. This means mastering factual data, drawing responsible conclusions, and communicating those to interested students and faculty" (ASU, 1977, p. 3). Core courses received six semester hours of credit and all freshmen students were enrolled in one of them.

Two of the core courses and their discipline credit coverage in 1974-75 were these:

1. "Human Values and Ideal Communities." Credits: English, Philosophy, Anthropology, and History;

2. "Dangerous Ideas." Credits: English, History, Philosophy, and Psychology.

In addition to the core courses that each student took, students chose one area course. The area courses had a

> ...content more specific than...the core courses. They are usually taught by one faculty member who is most interested in testing the bounds of his or her own discipline to demonstrate how new perspectives can sharpen our understanding of old and new problems. They also challenge the student to put ideas to work, and to communicate them with clarity and confidence. They also allow close contact between faculty and student and emphasize the techniques of investigation and problem-solving. (Appalachian State University, 1974, p. 4)

The division of Interdisciplinary Studies was established by the Vice Chancellor for Academic Affairs who assigned tenure track faculty positions and named a new director. Getting a commitment from the departments for a specific faculty member who wanted to teach in the residential college or who was needed by the curriculum of the program had always been a problem. Coincidental with this problem was the problem of continuity in the program. Moreover, faculty members teaching in Watauga College were often not "rewarded" and sometimes were "punished" by their department in terms of promotion, tenure, and raises. The feeling of the Vice Chancellor, the Dean of the General College, and the Director of Watauga College was that the faculty should have its own division and avoid these problems (Webb, personal communication, March 5, 1984).

In its first two years, 1972-73 and 1973-74,[4] Watauga College had had two directors. In 1974 an associate professor from the History department who had had experience with Fairhaven College (see Chapter II) was named director. It was he who gave leadership to the development of the core/area curriculum. However, he also left the program at the end of one year.[5]

Student Affairs

The Division of Student Affairs at Appalachian was and is responsible for residence halls. However, while Watauga College has

always been a residential college or living/learning program, the involvement of Student Affairs has always been secondary to the involvement of faculty and other Academic Affairs personnel.

Dr. J. Braxton Harris, Vice Chancellor for Student Affairs from 1970 to 1979, in giving his insights about the role of Student Affairs in the early years of Watauga College (personal communication, July 23, 1984), noted that some members of the Student Affairs staff had ambivalent feelings about Watauga College. While there was strong support for the concept of a living/learning program, there were concerns that the Watauga College program was "off doing its own thing" and was not always responsive to Student Affairs directions and internal responsibilities. Moreover, Student Affairs received complaints that Watauga College students were being given special treatment not available to other ASU students, especially in the early years, when Watauga was a model for many changes which could be experimented with without the familiar structure's falling down.

Dr. Harris' own philosophy about Student Affairs was that it should complement what occurred in the academic aspect of the student's experience in college, and therefore serve in a minor role in Watauga College.

Evaluation

Watauga College was evaluated twice in the early years. One report by a group of researchers from Virginia Polytechnic Institute and State University focused on a statistical evaluation which compared academic achievement of students in Watauga College with freshmen not in Watauga College during the academic year 1972-73. The study matched 100 Watauga

freshmen with 100 freshmen not in Watauga on the basis of predicted grade point average and gender. The students' performance in relation to grades earned and scores on CLEP general examinations in social science and humanities administered at the end of the academic year were compared. The study concluded that "on academic performance as measured by the criteria cited there was not a significant difference between the achievement of students in and out of Watauga College" (Appalachian State University, n.d., p. 4). The study then asked the question: Why have a residential college program if students are not achieving better academically?

There were several responses to the question, all of which indicated the positive impact of the program. The general response was that while there is no statistical evidence that Watauga College students were achieving better academically, the atmosphere among both students and faculty in Watauga College was much more positive than in other areas of the campus. Specifically they cited:

(a) a high sense of identity and esprit de corps among the students;

(b) the positive impact on the faculty brought together from different departments into a close working relationship; the faculty was stimulated and "challenged personally and intellectually both by each other and by the students";

(c) academic evaluation of students by faculty in Watauga College "with regard to toughness and leniency was similar to evaluation outside Watauga College" (ASU, n.d., pp. 4-5).

A second study for a doctoral dissertation (Hubbard, 1974) compared 81 matched pairs on four criteria: (a) interpersonal communication skills, (b) academic achievement, (c) attrition rate, and (d) perception of

their environment. Based on the study, the author drew four tentative conclusions:

1. Participation in a residential college program has a positive effect upon the interpersonal communication skills of college freshmen;

2. Participation in a residential college program has little or no effect upon the academic achievement of college freshmen;

3. Participation in a residential college program has little or no effect upon the attrition of college freshmen;

4. Participation in a residential college program has a great positive effect upon most aspects of the environmental perceptions of college freshmen. (Hubbard, 1974, p. 3)

Hubbard used Carkhuff's An Index of Communication as the instrument to measure the interpersonal skills of the students; she used the College and University Environment Scales (CUES) to compare perceptions of the university environment. For the other two criteria, academic achievement based on cumulative grade point average and attrition rate, university records were used.

Summary

In its early years Watauga College had some major strengths as well as some weaknesses. The program was begun by a group of highly respected faculty members from across the university. It was supported strongly by the Chancellor and it was placed in the General College, whose dean was also very supportive. Furthermore, the climate was positive for a residential college program; already many models were operating around the country. In the early years many honors students participated, and the program was housed in an older, smaller-than-average residence hall, which helped create a family feeling for participants.

The underlying philosophy of the program was in tune with the times in its concern for the development of the whole person. According to the Dean of the General College:

> In the development of the curriculum the faculty attempted to meet the perceived need of a coherent presentation in the humanities and social sciences and the need for bringing the curriculum and personal life of the student closer together. The curriculum was, in fact, structured as a whole. The faculty did avoid the nonstructured laissez faire approach to general education prevalent in other institutions at the time. They also attempted to avoid the disjointedness of the distribution requirement style of general education which was the regular general education curriculum at Appalachian. (Webb, personal communication, March 5, 1984)

Problems with the early program were fewer than the assets and most of them were perceptions by others rather than the problems within the program. One problem inherent to the program, however, was that there were three directors in the first three years, which imposed a lack of continuity and long-term direction. The perception problems which caused lack of support from various segments of the campus included the impression that those involved in Watauga College thought of themselves as different from the rest of the campus and deserving of special treatment. These perceptions were fostered, perhaps by the facts that Watauga College was coeducational at a time when no other residence hall was coeducational and that students were deeply involved with governance and decision making. While these attributes were seen as positive by Watauga College personnel, they were perceived as negative by some others on campus.

The move to East Hall in 1974 caused many problems: the leaking roof lowered morale, and the size of the hall itself detracted from the feeling of family and togetherness that had existed in Watauga Hall. The physical condition caused a strain between the Watauga College administration and the Student Affairs/Business Affairs areas of the campus.

Another asset was also a potential liability. Some of the best-qualified faculty members on campus organized and taught in Watauga College in its earliest years. However, they were also in demand in their departments, and it was difficult to get them released from their departmental duties to teach in Watauga College and Interdisciplinary Studies. Therefore, the practice of assigning tenure track positions to the General College for the division of Interdisciplinary Studies began in 1974. Again, while this solved immediate problems, it created others which will be mentioned again.

The Watauga College program underwent some rather rigorous evaluations primarily related to the curriculum and the perception that the program might be "soft" on students in its earliest years. The results of the evaluations were enough to convince the major academic governing body--the Academic Policies and Procedures Committee--to approve the program. However, this did not free the program from criticism.

The Petschauer Period: 1975-1980

In the summer of 1975, the third director of Watauga College resigned. Dr. Peter Petschauer, a professor in the ASU History Department who had taught in the first years of the program, became the fourth director of Watauga College with the expressed intention of remaining for five years. Petschauer's educational philosophy was that administrators should stay as much in the background as possible and allow teachers and students to interact without interference. He also believes that anyone who stays in administration for more than five years builds up such an investment in a particular way of doing things, that there is less freedom for others (Petschauer, personal communication, June 5, 1984).

Curriculum

The curricular structure for Watauga College from 1975 to 1979 remained basically the same as the 1974-75 structure; i.e., core and area courses were team-taught by the core faculty and professors from various Interdisciplinary Studies departments. There was continuous "fine tuning" of the curriculum and interest in improvement. In the 1978-79 academic year the faculty planned a new approach called the "United Nations Curriculum," the development and implementation of which was partially underwritten by a grant from the National Endowment for the Humanities. The funds provided for a small amount of released time for faculty, for travel to the United Nations, and for consultants and speakers during the first year. This curriculum was developed in response to several concerns. The faculty was perceiving "an increasing student retreat from involvement," which came partly from the inability of the students to "locate anything to which they are willing to commit themselves". A second concern from both faculty and students was that the rather loosely structured "Kaleidoscopic program", which had allowed a great deal of choice for the students, had been perhaps too losely structured. While there was no agreement on a common body of material that every student "should know", there was the feeling that students needed more of a "common sense of history, a feeling of rootedness" (ASU, 1980, p. 1). The lack of historical and geographical perspective, which created provincialism among students, was yet another concern.

In addition to these content concerns, there were others that had implications for the curriculum. By 1979 fewer professors from outside the core faculty were participating in the program and the courses were

consequently becoming less interdisciplinary. The United Nations course concept was an attempt to maintain the interdisciplinary approach with less faculty (Petschauer, personal communication, June 5, 1984).

What developed was a core course which introduced history, geography, and a variety of cultures in a structure which involved the students intellectually, emotionally, and physically. The focus of the curriculum was on learning how to learn, and the framework was historical, using epochs and units. World history was divided into six chronological periods, or epochs; students were divided into eight groups, seven of which studied a single culture for three to four weeks. Students changed epochs, cultures and professors every four weeks, ending with a final epoch on "The Present." In addition there was an eighth group, called "the Ancients" which looked at broad principles of comparative civilization and culture, identified the dominant issues of each epoch, applied those to the present, and explored the relationship between the past and the present. The first year each epoch ended with a U.N. General Assembly set in the time of the epoch. Both western and nonwestern cultures were studied. There was a heavy emphasis on the relationship between values and the structures of different cultures (ASU, 1980, pp. 5-19).

> In essence, our idea is to study the United Nations, then project the concept of a meeting of nations, and, to whatever extent is possible, the structure of the U.N. into past epochs as a tool for studying a variety of cultures. In preparation for General Assembly-type sessions set in the past, we will investigate the cultures both as they were, with as little reference to the present as possible (stressing student identification with other cultures), and as they appear from the perspective of the present by tracing the development of themes and issues which affect us now (stressing the students' relationship to the past). (ASU, 1980, p. 1)

The curriculum for the U.N. program involved learning research techniques, learning about a series of cultures and countries from prehistoric times to the present, taking a trip to the U.N., and participating in a model U.N. General Assembly lasting from Thursday evening through Saturday evening at the end of each epoch.[6] It also involved shifting responsibility for the activities from the faculty to the students during the course of the semester. In fact, the final epoch to be studied (1920 - present) was organized and carried out entirely by the students (U.N. Proposal).

Staffing

Another change that occurred during this period was related to the core faculty. In 1974 two positions had been assigned to Interdisciplinary Studies. In 1975 another position was assigned. A national search was conducted and a married couple applied for the position, seeking to share it. Instead, the Vice Chancellor allocated another position to Interdisciplinary Studies and both persons were hired. However, only one of them was assigned to Watauga College; the other taught sometimes in a team situation, taught selected 3000-level topics for interisciplinary courses, helped to develop and coordinate those courses, and taught in appropriate departments in "trade" for faculty members who taught in Watauga College, in General Honors, and in the selected topics courses.

Between 1975 and 1980 three more positions were allocated to Interdisciplinary Studies. When the associate dean of the General College resigned, the Dean "gave" the position to the Interdisciplinary Studies faculty as a full-time teaching position. Concomitant with this increase in faculty positions assigned to Interdisciplinary Studies was the decrease

in faculty from other departments who taught in the program. Table 1 shows the participation rate from 1972 through the 1983-84 academic year.

TABLE 1

	Faculty Teaching in Watauga College	IDS Faculty
1972-73	10	n/a
1973-74	19	n/a
1974-75	25	2
1975-76	21	4
1976-77	20	5
1977-78	26	5
1978-79	32	6
1979-80	16	7
1980-81	12	7
1981-82	8	7
1982-83	9	8
1983-84	13	8

In 1978 a change was made in the position of assistant director and residence manager. From the beginning of the program these two positions had been held by a married couple who lived in the residence hall and who coordinated activities in the residential aspect of Watauga College as well as assisting with other responsibilities including recruitment, registration of students for academic work within the program, and space assignments. In addition, both spent a considerable amount of time in personal and academic counseling of students.

Upon the resignation of this couple in 1978 the focus of the assistant director's position changed to some extent. Another married couple was employed as assistant director and residence manager, the wife assuming the latter position and the husband the former.

With the change of personnel the Division of Student Affairs requested that Academic Affairs assume the funding for the assistant director's position (Webb, personal communication, 1984). The academic support for the position plus the qualifications and interest of the new assistant director led to a definition of the position more closely alighed with the regular teaching faculty and less with a counseling/staff position. Although the new assistant had many of the duties of the previous assistant, such as registration of students, his primary focuses were teaching and activities related to the academic program.

Students

Students in Watauga College have always been recruited from the entire freshman class. Communication with prospective students has varied from written materials mailed in advance of their enrollment in the university to faculty and student visits to high schools to personal recruitment at freshman orientation. The message communicated through all these methods has remained constant; i.e., Watauga College has been presented as an alternative freshman and sophomore experience both academically and residentially. It is an alternate means to satisfy English, humanities, and social science general education requirements, and it attempts to bring closer academic and living experiences than is typical in most residence halls.

After the first year of the program students have been involved with the recruiting of students into the program by visiting their home high schools, writing letters to prospective students, and by talking with students who visit the ASU campus. A former faculty member who was one of the three most involved with the beginning of Watauga College

said that the increased involvement of students in the recruiting may have had an adverse impact on the expectations that students had about the program. Students apparently have a tendency to accentuate the nonacademic aspects of the program and inadvertently lead new students to believe that the program is not demanding. After arriving on campus and facing the unexpected academic demands placed on them, some students have become dispirited and some overtly hostile to the program (Stines, personal communication, April 4, 1984).

Since 1978 students have not been sent to high schools to recruit new students in any systematic fashion, in large part because of the concern that they were presenting a distorted image of the program. Also, because of his involvement in the academic program, Dr. Griffin, the Assistant Director, has not recruited students through visits to high schools. Therefore, the emphasis has been on recruiting students through written materials and at the summer orientation/preregistration program. In addition, all inquiries about the program are answered with a personal response, which is viewed as a recruiting technique (Griffin, personal communication, May, October, 1984).

Earlier in the program, 1972 to 1977, the number of students who elected to participate in the program just about matched the spaces available. However, in the years 1978 to present there has been a struggle to recruit 100 or more freshmen which is a desirable number of participants for the program. The former assistant director concurs that there has been a change in attitude by the students recruited mainly by other students. He also added that "it was easy to recruit students in the 1970's but students are not so interested now. They are much more job oriented and concerned with getting only the precise courses they

need for their major and so they can graduate in four years" (Watts, personal communication, May 19, 1984).

Nevertheless, Dr. Petschauer and the other faculty continued to believe that students should participate as much as possible in the decision-making related to Watauga College. During this period there were some very strong student leaders who were willing to be involved and who took leadership roles. The Watauga Assembly continued and met approximately every two weeks. While they did not always make the decisions that the faculty might prefer, they were learning how to conduct themselves in many different situations, and that kind of education was the most important part of the concept (Petschauer, personal communication, June 5, 1984). Students continued to be involved in the hiring of faculty and staff.

Summary

During the time that Peter Petschauer was Director of Watauga College several significant events occurred. The event that received the most attention was the development of the U.N. Curriculum, which brought attention on a national scale in the form of National Endowment for the Humanities. It was an extremely ambitious program, however, that was very demanding of the faculty in particular. The curriculum required the entire faculty to be present for the U.N. General Assembly programs for an extended weekend (Thursday evening through Sunday noon) three times each semester. In addition, it required a great deal of faculty preparation time.

Leaking roofs and other maintenance problems plagued East Hall for years. Trying to get done what needed to be done strained the relationship

with Student Affairs and Business Affairs, those areas on campus responsible for the residence hall physical facilities.

Recruitment from 1974 to 1978 was done primarily by students who may not have prepared the recruits for the rigorous academic program they would face. Students tend to emphasize the social aspects of the program. Therefore, many students who came into Watauga College for nonacademic reasons often had academic difficulties. The ASU faculty who taught during this period expressed more negative comments about the students and the program in questionnaires (to be discussed in Chapter IV) than did faculty who taught before and who have taught since then. Also, there is a general consensus among core faculty and others involved with the program that the students themselves gave a negative image of Watauga College to others on campus (Williamsen, personal communication, October 25, 1984).

During the Petschauer era there was also a consolidation of the programs related to interdisciplinary studies. This was primarily an attempt to coordinate better the recruitment and assignment of faculty and to provide several opportunities for both faculty and students to be involved in interdisciplinary work.

The 1976-77 Annual Report has several statements that indicate the ambivalence with which Watauga College was viewed from both inside and outside the program. Some statements refer to the need for outside faculty who will commit themselves to work with the program for at least two years in order to try to offset discontinuity. However, there is also the need to comply with the perceived purpose of Watauga College to be innovative and "to risk discontinuity" while providing "flexibility continuity" (Annual Report to the Chancellor, 1976-77, pp. 1-2).

The 1977-78 Annual Report comments that teaching is the focus of ASU, but that in fact there are great pressures on faculty not to teach in Watauga College (p. 9). This indicates that while there was still strong administrative support for Watauga College, there were many skeptics among the university faculty.

This same report contains two pages of goal statements for Watauga College and Interdisciplinary Studies which range from rather mundane ones-- "1. To provide an on-campus cluster-college at ASU"--to those which exemplify a traditional liberal arts program --"5. To provide students with the method and tools for independent learning as a long-range goal." The complete set of goals is included as Appendix A. These goals indicate that the Interdisciplinary Studies faculty and administration of the University were trying to continue the concept behind the establishment of Watauga College--namely, to provide an interdisciplinary liberal education program for students at Appalachian.

The Williamsen Era: 1980 - 1983

As mentioned earlier, Dr. Petschauer became Director of Watauga College with the express desire to resign from that position after five years, and he announced his resignation in the early spring of 1980. A selection committee was formed among the Interdisciplinary Studies faculty, and the job opening was announced across the ASU campus. As there was no position available to employ someone from outside the university, the intent was to employ an ASU faculty member who could be given release time from his or her department.[7] The person selected to be director was Dr. T. Marvin Williamsen who was a tenured faculty member in the History Department. Since the previous two directors had come from the History Department and had devoted three-quarters of their time to Watauga College, Dr. Williamsen was assigned to Watauga on the same basis.

Dr. Williamsen's reasons for applying for the position were several: He had team-taught with three other persons in the 1974-75 academic year and felt that experience had been one of the most personally significant and professionally rewarding in his teaching career. He felt that the position in Watauga College would provide increased opportunity for involvement and contact with students. He enjoyed the spontaneity and intellectual rigor and high professionalism of the Interdisciplinary faculty. Moreover, he was interested in the intercultural focus of Watauga College. His own energies and professional pursuits had been with China and its history (Williamsen, personal communication, October 25, 1984).

While Dr. Williamsen brought with him positive feelings about the academic program in Watauga College, he became aware during the interviewing process of some strong negative feelings about Watauga College that existed on campus. One of the problems Dr. Williamsen addressed from the outset was, for want of a better term, the "image" problem of Watauga College.

> The residential college, not unlike other similar organizations on other campuses was considered by many people as a haven for misfits. HHIt was always clear to Interdisciplinary faculty and other sympathetic observers that the negative image of Watauga College was a gross distortion of the reality within the building, but the negative image was made worse by student nonparticipants who, in the way of students always, tended to define Watauga College as less than their own fraternity or their own dormitory or whatever other organization they belonged to. (Williamsen, personal communication, October 25, 1984)

Contrary to the popular image of Watauga College, however, Dr. Williamsen found that Bill and Diane Griffin "had run a 'tight ship' since they had arrived in 1978 and whatever discipline problems developed in East Hall were ably managed by their mature, judicious, and deeply caring policies." Therefore, he never observed the kinds of negative activities that were always claimed to be going on in East Hall. What

he did observe was a "couple in charge who held very high academic and educational standards, who possessed wide experience and maturity, and who provided better management than was available in any other residence hall he had ever observed" (Williamsen, personal communication, October 25, 1984).

Students

The nature of the student body at Watauga was also changing. Watauga students had always represented a cross section of the ASU student population. By 1980 the student body as a whole, like students across the nation, had become more career-oriented and focussed on obtaining a degree that would lead to a career. Very few students remained with long hair or other overt characteristics which had often offended people during the 1960's and 1970's (Griffin, personal communication, October 10, 1984). Nevertheless, recruitment of students during this period continued in the same manner, i.e., primarily through written communications and by presentations made to parents and students at the summer orientation preregistration program for new freshmen.

The Watauga Assembly has continued to the present and is supported by the faculty and administration. Both Dr. Griffin and Dr. Williamsen see the Watauga Assembly as a useful organization to get students involved in using leadership skills and participating in decision-making. It is also better, they feel, to have the students debate and develop solutions for such problems that arise in the residence hall as noise, misbehavior, vandalism, trash, etc.

The $15 fee that each Watauga College student pays each year is the budget that the Watauga Assembly has to work with; they can also raise other funds, if they wish. But how they spend the money is left entirely up to them (Griffin, personal communication, October 10, 1984).

In addition to the Watauga Assembly there is an East Residence Hall Planning Council, which is analogous to the planning councils in the other residence halls on campus. According to the residence manager, though, the Planning Council in East is more active than those in the other residence halls and does more educational programming than the other residence halls, which do primarily social programming. Also, he commented that the East Residence Hall Planning Council is led by Watauga College students (Schneider, personal communication, April 5, 1984).

Earth Studies Program

Dr. Williamsen also became aware of some divisiveness among the faculty over the emergence of a new curricular program called "Earth Studies," which was basically ecological. Some of the Watauga College core faculty were major proponents and leaders in the evolution of this new program. Their enthusiasm for Earth Studies seemed to some of their colleagues to have a negative impact on Watauga College because the energy was drawn away from the residential college. Despite these differences of opinion the faculty members held obvious respect and high regard for each other (Williamsen).

The Earth Studies[8] program was developed and encouraged primarily by two Interdisciplinary Studies professors, Dr. Jay Wentworth and Dr. J. Linn Mackey, along with the Driector of the Upward Bound/Special Services Program, Mr. Arthur Alderman. Dr. Mackey who holds a Ph.D. in Chemistry was hired in 1978 because the Interdisciplinary Studies faculty felt that there should be a scientist in their group. He had taught in an interdisciplinary program at Austin College in Texas. Mr. Alderman had been a part-time farmer for many years, while working as a counselor and director of the Upward Bound/Special Services programs at UNC-Greensboro

and Appalachian. Dr. Wentworth had been interested in wilderness and experiential programs for many years. These three men wrote numerous papers and held several meetings across the campus during the 1979-80 academic year. Also involved with them was an ASU biology professor.

Dr. Mackey commented that he felt "he had been hired to bring an emphasis on science and technology within a humanistic framework" and that "Earth Studies/Appropriate Technology was the way to do that" (Mackey, personal communication, September 10, 1984). He was not concerned with just

> hardware and the scientific method but rather how these have an impact on the individual, society and the environment. This approach is a truly interdisciplinary approach. It seemed to me that the Earth Studies program was a logical way to get students involved in science. The majority of the students in Watauga College were interested largely in the humanities. One obvious way to get them to see the importance of studying science was to get them to see the impact of science and technology on their lives. It would lead them, one would hope, to want to know more about the 'hard'sciences so that they could apply that information to solving some of their concerns. To me the Earth Studies/Appropriate Technology program was a logical extension of the Watauga College program. However, I was never able to convince all of my colleagues of this relationship. (Mackey, personal communication, September 10, 1984)

In the spring of 1980 the Vice Chancellor for Academic Affairs agreed to allocate to the program two positions and $5,000 on an experimental basis for two years. Mr. Alderman was assigned to one of the positions as instructor/administrator and the other position was used to hire people on a part-time basis to teach various courses such as Organic Gardening, Wholistic Health and Nutrition, Eco-Consciousness, Practicum in Solar Construction, etc. Drs. Mackey and Wentworth taught some of the courses in Watauga College and some through Selected Topics in Interdisciplinary Studies.

The 1979-80 Annual Report for Earth Studies summarizes the goals of the program:

> The central challenges of the 80's will be developing more personal and regional self-reliance, energy alternatives, ecologically sound and regionally based systems of shelter and food production--doing more with less. The Earth Studies program is aimed squarely at solving these challenges. We believe no other university program is as directly anticipatory of the problems and challenges of the 80's or more directly focused on finding solutions. We need to be preparing for a societal demand to grapple with these problems and a student demand for an education relevant to the challenges of the 80's. Earth Studies is such a program. (Annual Report to the Chancellor, 1979-80, pp. 2-3)

From 1979 to 1984 the Earth Studies program received over $300,000 in outside funds and recognition and publicity all over the US. Much of the emphasis of the work was on a regional basis. That is, projects were undertaken that would benefit the state and the region, in addition to the university. The 1980-81 Annual Report gave the program's "Plans for the Future":

1. Establish a Center for Appropriate Technology that would perform research, development, demonstrations, education and extension functions on energy and agricultural technologies specific to this region.

2. Conceive and establish a model self-sufficient ecovillage that would include an economic base, alternative energy systems, biological agriculture, cottage industry, sophisticated communication systems, faculty and student residences.

3. Make ASU a model eco-conscious university and conceive and gradually implement a plan that would integrate the region and ASU into an ecologically sound resource production, utilization and recovery system. (Annual Report to the Chancellor, 1980-81, pp. 102)

The Annual Reports from 1979 to 1984 included impressive lists of accomplishments, most of them related to work for the region. Under the "Problems" sections were continuous comments related to the need for the

university to provide secretarial and other support to the program. A statement in the 1982-83 Annual Report typified the status of the program from 1979 to that time:

> The Earth Studies/Appropriate Technology Program needs to be recognized as a legitimate function of ASU. The perilous status of the program during 1982-83 has been damaging to faculty morale, student participation and grant acquisition. (Annual Report to the Chancellor, 1982-83, p. 1)

As enrollment in the courses that the Earth Studies/Appropriate Technology program sponsored increased, the logical step, it seemed to those involved, was to "legitimate the program in an 'academic way' and that was by offering a minor in Appropriate Technology" (Mackey, personal communication, September 10, 1984). Such a proposal was made to the AP&P Committee in July 1982. The committee took no action on the proposal but rather recommended that the Vice Chancellor for Academic Affairs appoint a committee to study the role of Earth Studies/Appropriate Technology and to make recommendations related to the program. In June 1984 that committee, made up of representatives from the various colleges on campus, recommended that the program be placed under the Center for Appalachian Studies (Memorandum to Harvey Durham, November 22, 1983). The Vice Chancellor did not agree with the recommendation, however, and instigated a meeting between the personnel in Earth Studies and the Department of Industrial Education and Technology. This resulted in a program in Appropriate Technology being housed in the Department of Industrial Education and Technology. Some vestiges of the old Earth Studies program were retained but basically a new Appropriate Technology program would emerge from the Industrial Education and Technology Department (Mackey, personal communication, September 10, 1984).

Interdisciplinary Studies faculty members who supported the Earth Studies/Appropriate Technology program felt that the lack of support for the program as a part of the General College was in part a by-product of the lack of support for Watauga College. Interdisciplinary Studies faculty who were not major supporters of Earth Studies/Appropriate Technology believe, though, that the program raised questions about the role of the General College, Interdisciplinary Studies, and Watauga College and that somehow these areas were "tainted" by Earth Studies (Mackey, personal communication, September 10, 1982).[9] There does not seem to be any way at this time to ascertain whether one perspective has any more validity than the other.

Other Developments

In addition to the Earth Studies/Appropriate Technology program other activities were occurring in Watauga College during this period. In the spring of 1981 the Watauga College Mentor Program was begun. A statement from the proposal to begin the program gives the background and purpose:

> In recent months the Watauga College faculty has shown concern for improving the 'living'component of the Watauga College living/learning program. This concern derived from faculty awareness that the 'living' dimension of the Watauga program has not benefitted much from faculty participation. [The mentor program is a means] to increase faculty involvement with student residential life, to provide students with faculty guidance in matters relating to residential and academic life, and to improve the quality of the extracurricular activities of Watauga College students. (ASU, 1981, p. 1)

The program was structured around having the faculty and students interact with each other in at least four ways: 1) informally through such things as pot-luck dinners; 2) by group attendance at films, concerts, lectures; 3) by attendance at at least three special programs

on university services and issues relevant to residential life scheduled in East Hall; 4) by having the groups read and discuss a common book on an intercultural theme related to the U.N. core and helping to justify the issuance of one hour of academic credit for the mentor program; 5) through weekly mentor group discussions of academic pursuits, quality of residential life as support for academic work, and any problems which developed within the community (ASU, 1981).

The 1980-81 Annual Report mentions the program as an accomplishment, but it is not mentioned again in any written reports from Watauga College (ASU, Annual Report to the Chancellor, 1981-82). When questioned about the program, the Assistant Director said that it dwindled during the 1982-83 year because it demanded a great deal of faculty time. However, because of the concern to try to meet its needs, the mentor program was incorporated into the new curriculum adopted in 1983 through the Watauga Chatauqua program, which is described in a later section (Griffin, personal view, October 5, 1984).

Another factor affecting the Watauga College as a living/learning program, especially the living aspect, relates to the position of resident manager. From the beginning of the program through 1982 the resident manager, who was administratively responsible primarily to Student Affairs and secondarily to the Director of Watauga, was the wife of the assistant director. The married couple lived in the dorm in the midst of the students. In fact, during this period there were only two couples who filled these positions. Incidentially, during the time of their residence a child was born to each couple.

The two resident managers and assistant directors who had served in Watauga College previously had been employed after careful consideration

by the teaching faculty, who were very much concerned with the relationship between the academic and residential aspects of the program. The fact that the two persons responsible for the day-to-day operations of the two major components of the program, academic and residential, were a married couple seemed to ensure that there would be dialogue about the program that would not have occurred with a single resident manager who was responsible primarily for only one facet of the program. Also, the couples served as realistic role models with whom students could identify and also provide an element not unlike that of an extended family (Webb, personal communication, January 5, 1985).

There were also disadvantages to the arrangement, which primarily involved the couples but had ramifications for the program also. The primary disadvantage was that the demands of the program left the couple very little time for their marriage. Teaching in the program and living in the residence hall tended to hasten the "burnout" factor (Griffin, personal communication, October 5, 1984; Watts, personal communication, June 4, 1985). In 1982 the second of these couples decided to move out of the dorm as the wife had decided to pursue graduate work and could not continue as residence manager; however, her husband continued as assistant director of Watauga College. That meant that only one position was available and the person in that position would report to Student Affairs. The position was advertised with the hope that a married person would be employed. However, no acceptable married persons applied for the position. Therefore, for the first time since its inception, a single person was employed as resident manager for Watauga College. According to Dr. Griffin, while the faculty in Interdisciplinary Studies had hoped

for a married couple, there were some perceived advantages to having a single person in the position. Because previous experience had shown that there had not been much time left for the couple to develop its marriage, it was hoped that a single person would not feel the stress that the responsibilities of marriage entail. Also, it was hoped that a single person would be better able to deal with the late hours and peculiar demands of the position (Griffin, personal communication, October 5, 1984).

While the young man who is currently serving as resident manager is well liked by the faculty and students and has taught in Watauga College on a regular basis, Dr. Griffin indicated that the faculty members have informally said that they would prefer to have a couple living in the dorm, who ideally would be involved with both the residential and academic aspects of the program. Student Affairs has not placed a high priority on trying to integrate academic and residential life or on self-governance within the residence halls (Petschauer, personal communication, June 5, 1984). Therefore, the emphasis of the resident manager is related to the physical aspects of the residence hall, i.e., maintenance, according to the rules and regulations pronsulgated by Student Affairs. Rather than the early hope that Watauga College would serve as a model for other residence halls at ASU, by way of integrating the academic and living aspects of a student's life, the opposite has occurred. Watauga College has become more and more subject to the routines of Student Affairs (Williamsen; Petschauer, personal communication, June 5, 1984).

Until 1981, the International Studies Program at ASU was housed in the Office of Summer Sessions, and focussed primarily on summer study abroad programs. At that time several people, including the Vice Chancellor for Academic Affairs and the Chancellor, were interested in

expanding the concept of international studies at ASU. Therefore, International Studies was moved to the General College and the area of Interdisciplinary Studies. Dr. Williamsen, the Director of Watauga College, was also involved in the development and implemting of an educational exchange program with the Northeast University of Technology in China. He had had extensive academic and travel experience in China and also spoke fluent Chinese. As part of his activities with the China exchange program, he accompanied the Chancellor and Vice Chancellor on two trips to China to negotiate a contract of exchange with Northwest University of Technology; he also spent a year there as an exchange scholar.

Dr. Williamsen commented that his career has followed a pattern which is typical of many ASU professors and especially those in Interdisciplinary Studies and Watauga College. He said:

> All of the Watauga College faculty lead full charged professional lives, and each of them is at least for extended periods of time pulled away from the residential college to some degree with meaningful and important professional involvement in non-residential college activities. Thus, each individual is required to establish some kind of balance between the professional demands of the residential college and the demands of other professional responsibilities and interests, which are external to the college. (Williamsen, personal communication, October 25, 1984)

He then cited the leadership given to the Women's Studies Program as well as to the Earth Studies/Appropriate Technology program. While others were involved with these programs, the impetus for them was provided primarily by faculty from Interdisciplinary Studies. The university and the individual have benefitted greatly from the leadership and energy given to these programs by the respective faculty members, but it is probably true that Watauga College suffered some loss of attention as a result.

> [This] demonstrates an important reality in contemporary academic life which is not unique to the administration of a residential college, but neither is the residential college free from this contemporary syndrome. The residential college requires a degree of energetic participation beyond the classroom which no other program on this campus requires. Faculty who are meeting fulfilling careers must find time for other professional roles and research and publication in those hours left outside of the demanding instructional and extracurricular roles required by the residential college. (Williamsen, personal communication, 1984)

Staff and Faculty

Currently, eight faculty positions are assigned to Interdisciplinary Studies. These positions are occupied by full-time professors, all of whom teach in Watauga College at least part-time. Many of them also teach in Selected Topics in Interdisciplinary Studies, which are 3000-level courses open to all students on campus. Interdisciplinary Studies professors also teach in departments, sometimes in trade for a departmental person, sometimes simply to offer a course through a department and sometimes to help relieve a heavy schedule in a department. The current faculty possesses a variety of academic as well as professional experiences. Coming from different disciplines and backgrounds, these professors are capable of teaching in the areas of English, Philosophy, History, Interdisciplinary Studies, Development/Anthropology, French Literature and Chemistry/Environmental Studies.

Although Interdisciplinary Studies is not formally identified as a standard university academic department, it functions within the administrative apparatus similarly. For example, there are library and equipment budgets established by the Dean and there are Interdisciplinary Studies Personnel and Curriculum Committees, which function in the same fashion as committees in departments. However, Interdisciplinary Studies

differs from a department in that it does not offer a major and its faculty is more likely than the department faculty to be teaching in departments in other colleges.

Curriculum

During the 1982-83 academic year the faculty developed a new curriculum. Implemented in the fall of 1983, it was adopted in response to a) some students' request that there be more structure than had been in the U.N. curriculum, b) concern on the part of the faculty that students needed more emphasis on the writing component, 3) fatigue on the part of the faculty because of the time demands of the U.N. program, and d) general faculty commitment to continuous improvement of the curriculum. The focus was still on student involvement and creating a setting where students would find coherence for their general education program (Williamsen, 1984; Gerber, 1984, personal communications).

The new curriculum was described in a mimeographed announcement for incoming freshmen, entitled "Watauga College Offers Options."[10] It focused on the continuing assets of a residential college program such as small-class atmosphere, innovative courses, emphasis on intercultural/international perspectives, opportunity for self-expression, and closer community, but it emphasized new aspects which included encouraged creativity, computer familiarity, "increased training in the fundamentals--tools of human understanding and expression . . . and an enhanced focus on specific problems which the modern human being encounters" (ASU 1983, p. 1).

All freshmen students were involved with the two major aspects of the curriculum which have come to be called "Tools" and "Contexts." The course "Tools of Human Understanding and Expression" was taught by eight

faculty members. Students remained with the same professor who taught adventures in self-expression (biography), hypothesis and experiment, drama, essay, poetry, social science monograph, and novel. Students read a representative work in each genre and wrote a total of eleven papers (Gerber, personal communication, April 1984).

Because students remained with the same professor throughout the entire semester, this format provided an opportunity for close student/faculty contact and allowed the faculty member to guide the students toward improvement in their writing skills. Also, since there were only 15 students in each "Tools" class, the faculty member served as the mentor and advisor for the students (Williamsen, personal communication, October 29, 1984).

In the "Contexts" portion of the curriculum, officially entitled "The Contemporary Human Condition," students stayed with each of three professors for five weeks in problem-centered and subcourses entitled "Freedom and Its Limits", "Self, Society and the Natural Environment", and "Quest for Meaningful Participation". This format fostered close coordination of the academic program.

Still working within the ten-hour block, both the "Tools" and "Contexts" courses are considered three-semester hour courses. In addition to these, students were required to participate in a two hour "Chautauqua program every Wednesday afternoon which gave them one hour of credit per semester. The Chautauqua provided the opportunity for all students and faculty to be together on a regular basis. Besides providing the opportunity to introduce topics of interest to all, the Chautauqua also allowed time for the community to discuss and respond to

matters facing it. The other three hours of the block were earned in courses taught by both Interdisciplinary Studies faculty and faculty from departments across campus. The purpose of these "area" courses was to provide studies of topical interest to both students and faculty which would offer breadth in the curriculum still within the categories of humanities and social sciences. Examples of such courses for the spring of 1984 are given below with partial descriptions taken from the course bulletin announcement given to all students.

> Ecological and Cultural Limits and Options: Thinking Positively About an Age of Scarcity. Social Science Credit
>
> This course will critically examine the case which has been made that modern industrial societies have come up against limits of energy and other resources, an unsustainable food system, and serious disruption of the natural environment along with corresponding human limits to design, manage and accommodate too complex social systems...
>
> Shakespeare Aloud. Humanities credit
>
> Shakespeare Aloud is a participatory course in which class members study Shakespeare's plays through acting as well as through reading and analysis. Students will develop a good understanding of the play through lecture, discussion, and critical reading. They will use this understanding as a basis for acting-out scenes from each of the plays we read...
>
> Sex Roles, Sexuality and the Media. Social Science credit
>
> An introduction to the ways of perceiving the production, dissemination and consumption of media messages related to human sexuality. The course deals with dominant print and non-print media in American society, including film, television, records, magazines and books. (Watauga College Bulletin, Spring 1984, pp. 12, 18, 19)

Commentary

In the past five years there has been a growing feeling of insecurity among the Interdisciplinary Studies faculty, some of which has resulted from a decrease in enrollment in Watauga College. Although no

faculty positions have been lost, the faculty is sensitive to the pressures of enrollment. Written materials have not recruited the one hundred new students that the faculty would like to see in the program each year. Because it is difficult to convey in writing the concept of Watauga College, faculty members and students have gone to the residence halls during the summer orientation/preregistration program to tell the story of Watauga College. For many this practice is demeaning (Griffin, personal communication). They believe that Watauga College is a very good program and they resent having to "sell" it. This writer assisted with recruitment in the summer of 1984 and after just a few meetings understood the concern and feelings of the faculty. There is not so much resistance to the Watauga College program as there is apathy. Students have a difficult time understanding the concept of interdisciplinary studies and would rather stay with a standard program with standard courses that they understand and feel comfortable with.

A second source of concern has been the criticisms of Watauga College, Earth Studies, and the General College. While there has always been criticism of Watauga College, it was tolerated in the 1970's and early 1980's during a period of increasing resources to the University. With the coming of "steady state" and even diminishing resources, the criticism has become more vocal, presumably because of competition for these diminishing resources. The allocation of teaching resources to Earth Studies and the request for approval of a minor caused many faculty members to question the allocation of any resources to support Interdisciplinary Studies. In addition to the criticism of resources was a questioning of the integrity of Interdisciplinary Studies course offerings (Raymond, 1982).

In 1984 an Ad Hoc Committee on Collegial Organization recommended establishing Interdisciplinary Studies elsewhere in the University than the General College and even recommended that the Vice Chancellor consider abolishing the General College as such and apportioning its responsibilities to other colleges or segments of the university. Upon receiving this recommendation the Vice Chancellor invited written comments from the entire faculty regarding this and other recommendations of the committee. The responses received were overwhelmingly supportive of the present structure of the General College and Interdisciplinary Studies, and the Vice Chancellor has decided not to take action on the recommendation (Durham, 1984).

The Earth Studies/Appropriate Technology program was, however, moved from the General College to the Department of Industrial Education and Technology, an action seen by many Interdisciplinary Studies faculty members as a negative commentary on the General College. Another program, the Center for Developmental Education, was moved from the General College to the College of Education in 1983.

Citing the moves of these two programs to other units on campus, some of the faculty feels that the General College and Interdisciplinary Studies have not been supported in the past five years. The Dean of the General College does not share this view and sees the moving of these two programs as appropriate academically and administratively. He also pointed out that within the last three years the Office of International Studies, which is well-supported by the administration and across campus, has been assigned to the General College; furthermore, the Learning Assistance Program within the General College has received major additional

financial support from the University. Moreover, the Dean of the General College has been named coordinator of retention efforts on campus, currently a very high university priority.

At the outset of the residential college program, the overriding focus was that of a dynamic relationship between living and learning. In the early 1980's this focus seemed less clear. Both the physical facility and the staffing pattern have contributed to this change. Because East Hall is so large, and was not designed for a residential college, it is difficult to create a sense of community there. Also, since fewer than half of the students in East are in Watauga College, not everyone is involved with the program. Annual reports from 1974 mention dissatisfaction with East. In 1980-81 the major concern was the size of the classrooms, the need for more space and the need to improve the space to make it "less dismal" (1980-81 Annual Report to the Chancellor).

Again, the 1981-82 Annual Report (p. 2) expressed concern for the physical facilities, mentioning that Watauga College is unique and must have the space allocated to it in East Hall if the program is to be effective. Some additional office space was allocated on the ground floor. However, that created a situation where faculty members are in two different locations, with two floors separating them. Also, the administrative offices are on the ground floor, away from any of the students' rooms.

The 1982-83 report cited space as the "second 'most major' problem". The report went on to say that space which has been requested by Watauga College in East Hall was given to the Graduate School.

From 1974 through the summer of 1982 the positions of assistant director and resident manager were filled by only two different married

couples. Together they represented both the academic and living aspects of the program, participating in both, organizing activities for students in both. In a certain sense, as a married couple living in the residence hall, they symbolized the unity of the two aspects of the program. Since 1982 a young single man has served as residence manager. Although he teaches in the program, his primary responsibilities and loyalties are to Residence Life and not to Watauga College; in addition, there is the loss of the symbolism of the unity of the two programs.

The "departmentalization" of Watauga College and Interdisciplinary Studies has had its positive and its negative aspects. It is positive in that there is a core faculty which is committed to the concept of interdisciplinary courses and can provide an ongoing curriculum which is well-planned and executed. However, as Dr. Williamsen commented, it also presents demands and expectations for those activities associated with a "standard" department such as research and publication. These expectations are not inherently negative; however, they create an almost intolerable situation for the faculty members who are expected in a residential college setting to be more involved with students' nonacademic life than other faculty. The current faculty in Watauga College has been with the program from four to twelve years and seems to have a very strong commitment to the ideals of a residential college program and to interdisciplinary studies.

CHAPTER IV

SURVEYS

The number of residential programs within universities in the United States has decreased sharply since the early 1970's. Several possible reasons for this have been cited by Grant and Reisman and by Gaff for the discontinuation of the programs, including lack of intellectual substance, lack of administrative support, difficulty in attracting faculty, programs with too many requirements in a time of greater freedom for students, and increased concern by students for careers and professional programs (Grant & Riesman, 1978, p. 369; Gaff, et al., 1980).

While Appalachian's residential college program has experienced a decrease in the number of students enrolled from its high of 175 in the fall of 1974 to a low of 57 in the spring of 1983, the program is still considered viable. It seems obvious that survival of such a program depends on both internal and external factors. One of the major internal factors has to be the attitude of faculty, administrators, and students toward the program. This chapter presents information gathered from surveys of students, faculty and administrators, designed to gauge the current perceptions and attitudes of these groups about Watauga College.

Students

Two major activities were undertaken in surveying student opinion. One involved the writer's meeting with a randomly selected group of Watauga College freshmen throughout the academic year. The second

activity was a survey sent to all Watauga freshmen in the fall semester. The methodology and the results are presented here.

Random Group

A list of 91 freshmen who had elected to be in the Watauga College program for the 1983-84 academic year was provided by the Acting Director in August 1983. A random selection of every fourth person on the list produced 22 names. These students were contacted by phone and were told that the writer was interested in meeting with them on a regular basis during the academic year and that during those meetings the group would discuss Watauga College. They were told that they had been chosen on a random basis and that the meetings would be held at a time convenient to the group. They were also told that the results of the meetings might be used for a doctoral dissertation and would be shared with the Watauga College faculty, if appropriate. Of the 22 students, 20 indicated that they would be interested in participating in the project.

However, only 14 students came to the initial meeting of the group. Several students sent word that they could not participate that day but would participate in the future. At the second meeting, there were 11 students, including one who had not been in the first meeting. The group met thereafter for one hour, ten times during the fall semester and nine times during the spring with an average of nine persons in attendance each time. With their permission the sessions were taped and a rough transcript was made of each session.

In the first meeting the information given to them on the phone explaining the purpose of the meetings was reiterated. They were told that the author was interested in their impressions of the Watauga College program, that the information might be used for a doctoral

dissertation and that pertinent information would be shared with the staff of Watauga College. Each student was asked to complete a short questionnaire asking why they had decided to attend Appalachian, why they decided to participate in Watauga College, who had influenced their decision, what they expected from Watauga College, and what they expected from Appalachian State University in terms of academics, nonacademics, and their future? (See Appendix B).

In response to the question on why they had chosen Watauga College, the students gave these replies (some students gave more than one reason and some reasons were given by several students): 1) they expected to meet interesting people; 2) the classes are smaller and allow for discussions; 3) it is original and exciting; 4) there is emphasis on the liberal arts; 5) the program is more individualized and treats them as special; 6) recruiters convinced them to give it a try; 7) living with the people with whom they are in class seems like a good idea; 8) relatives and friends suggested the program.

They expected from Watauga College: 1) a more meaningful college experience (than they would otherwise have); 2) [a way] to satisfy their needs to meet and interact with people; 3) a curriculum that would be interesting and challenging; 4) outstanding teachers; 5) unique learning experiences; 6) personal contact with the professors; 7) meaningful study of general requirements.

After the initial meeting, most of the meetings began with the writer asking the group to relate what had happened within the program since the last meeting that they thought should be discussed. As topics came up, and it seemed appropriate, the writer tried to involve as many

members of the group as possible in the discussion. As in most groups, some talked a great deal more than others. The writer had "starter questions" for each session, in the event that the students were slow to start. Some meeting times were also devoted to discussing and developing the questionnaires that were sent to the faculty and to the students. In the last two sessions in the spring, the group discussed this dissertation and events occurring on campus related to possible collegial reorganization.

From the transcripts of the meetings, the author gleaned 16 major recommendations and observations made by the group. These are presented here roughly in order of the time that they came from the group:

1. They expected to meet and interact with many different types of people in closer relationships than just being schoolmates. Their experiences, for the most part, had borne out their expectations.

2. They were frustrated by the structure of the curriculum. They felt at the beginning that the professors did not know what was going on; they were being switched from group to group with little rationale. Meeting rooms were changed with inadequate notice. Assignments were modified after students had done them. "It's as though they're making things up as they go along." Later they said that they realized that there were reasons for the structure but they would have liked to understand it better at the beginning.

3. Many came into Watauga because the idea of small classes appealed to them, but they were in groups of 100 or more at the beginning and were frustrated by that. However, after the first three weeks, the classes were small (25 students) and their expectations were being met.

4. Despite the frustrations, they did not think that they were feeling as lost as they would feel if they were in "the General College."

5. "Getting into Watauga is in a sense a statement saying I want to learn more than just facts and all that kind of stuff. You're saying I want to experience college."

6. Members of the group felt that they could tell the difference between Watauga sophomores and General College sophomores because "General College [sophomores] are mostly surface people who aren't very interesting. There's no pressure here to conform or anything so they're individuals; they do what they want and they're deep people; they have a lot of opinions and they know where they're going usually."

7. They had been more studious since being in Watauga College than they had ever been before. They could not really identify what had caused such behavior but felt that the method of making assignments without clear-cut direction from the faculty as to how to complete the assignments seemed to motivate them to work harder. Also, they appreciated the methodology in Watauga College, "What they're doing is trying to teach you to think and that's teaching you to learn."

8. The students definitely felt as though they have more work to do in Watauga College than in their classes outside and more work than students not in Watauga College have to do.

9. They admitted that being a part of this group may have had an impact on their feeling more positively toward Watauga College than they might have otherwise.

10. There was a general feeling that the teachers in Watauga College are very bright and know their material but that they do not realize the inexperience of the Watauga College students. The students,

for the most part, want a challenge but are frustrated because they do not have prior experiences to build on.

11. They felt anonymous in their classes outside Watauga College; instructors did not know or seem to care to know them. They felt the opposite about instructors in Watauga College.

12. The students liked to be thought of as different in a positive way.

13. East Hall is too large and Watauga College students are not close enough together (The males and females are on separate floors; freshmen and sophomores are separated).

14. They felt more emphasis on the living part of the program is needed.

15. After two semesters they saw connections among the different classes and experiences; they have made much sense out of ideas they were exposed to early in both semesters. There is a sense of integration.

16. Although they had some criticisms of almost all the faculty, they appreciated the concern of the faculty and respected their abilities. All but one planned to stay in Watauga College for the sophomore year.

Freshman Group

A questionnaire was given to all Watauga College freshmen in November 1983 in one of their core classes. Seventy responses were received. In response to the question, "What do you expect from ASU in terms of the impact on your future?" Nearly half (32) of the students said that they expected to get from Appalachian a "good education to get a job." Fewer (8) said that they came to Appalachian because they believed it had a good department in their major. A larger group (20)

said they came because they were attracted by the mountains, and a slightly smaller group (13) came because of the influence of family and friends.

Twenty-two students said that they chose Watauga College because of smaller classes; 13 chose it because of a friend; 14 said it sounded "like fun and would be different." Eight of the students were looking for closeness to the faculty and 9 of them thought that the classes would be interesting. Seven students were attracted by the idea of a "C" option dorm (the most liberal visitation policy).

Who influenced the students to participate in Watauga College was fairly evenly split among parents (26) and friends (30) and faculty (20); there were seven who were influenced by a brother or sister.

The students' academic expectations of Watauga College emphasized strong general education that would offer both depth and breadth to their educational experiences. They expected opportunities to improve their self-expression skills, especially from smaller classes with group discussion and personalized attention from professors. Throughout the responses is the theme that a good college education is essential to the acquisition of a "good" job.

Social expectations of Watauga College emphasized the sense of family with students and professors. When asked what they liked most about Watauga College, social activities (24) and teachers (20) were almost equally popular. Class size (27), however, was the most popular response.

The vast majority of the students felt that what they were learning was intellectually useful to them now (54) and would be in the future (59).

Only 8 students felt that their Watauga College classes were easier than their classes outside Watauga College; 32 felt that the Watauga College classes were more difficult. Also, only 7 students felt that their professors outside Watauga College were as stimulating as those inside Watauga College. Most students expressed the feeling that the faculty members were caring, interested in, and supportive of students and that they related well to students.

Students in the random sample group were part of the large group that was surveyed. However, it is interesting to note that the results of the short questionnaire that the random group completed showed basically the same responses as those gathered from the larger group.

Faculty

A survey was distributed to 65 Appalachian State University faculty members who had formerly taught in Watauga College. A separate survey was also sent to 376 ASU faculty members who had never taught in Watauga College. A third survey was sent to the current Interdisciplinary Studies faculty.

Faculty Who Have Never Taught in Watauga College

Of the 376 faculty members who have never taught in Watauga College, 200 or 53% returned the completed questionnaire. Of those returned, 59 said that they did not know whether or not there should be a residential college at ASU; 96 said that there should be a residential college, and 45 said that there should not be a residential college at ASU.

This section will discuss the responses to the questionnaire by looking at two key questions: 1) What do you take the goals and purposes of Watauga College to be? 2) Do you have any notions about what types of students are attracted to Watauga College?

Of the 96 persons who answered "yes" to the question, "Should there be a residential college at Appalachian" over one-fourth (25) said that its goals were to provide more creative, alternative environments through a nontraditional curriculum, flexibility and breadth, and small groups. Another large group (19) say the goals as primarily based on personal development with an individualized approach to students allowing special needs of students to be taken into consideration. A third group (18) saw the goals as those of a liberal education with an emphasis on synthesis, integration, and a multidisciplinary approach to educational experiences. A fourth group (11) saw the goals as those of a "living/ learning" program. There were also a few comments which did not fall into any of these categories, such as "goals same as university" or experiential learning. Only 11 persons left this blank or said that they did not know the goals.

Of the 45 persons who answered "no" to the question of whether or not there should be a residential college, over half (24) said that they did not know what the goals and purposes of Watauga College are. The other responses were diverse and difficult to summarize. However, some examples are integrative/interdisciplinary approach (3), alternative (3), and small college atmosphere (3). One person who had mentioned an experience with <u>one</u> student from Watauga College said "because of the above student I thought of it as a place of disaster and complete disregard for moral and ethical values, not to mention discipline in learning." Of the 59 who said they did not know whether such a program should exist, most (36) said they did not know what the goals of Watauga College are.

Almost half of those who believe that there should be a residential college program at Appalachian said that they did not have a notion of what type of student is attracted to Watauga College (or they said "yes" but did not elaborate). Twenty-two of them said that brighter, more creative students are attracted to Watauga. Fifteen said that the students are nonconformists or people who do better in less structured environments or are risk takers.

Nineteen of the persons who said there should not be a residential college at Appalachian said that they did not have any idea of the type of student who is attracted to Watauga College. Four of these people said that the students are brighter and five said they are weaker. Four also said that the students dislike discipline.

The vast majority (5) of those who were unsure whether there should be a residential college at Appalachian said that they did not know what type of student is attracted to Watauga College.

Former Watauga College Faculty

Of the 65 former faculty members, 30 returned the questionnaire (which is included here as Appendix B). Of those, 19 said there should be a residential college at Appalachian; 8 said they were not sure, and 3 said there should not be a program. The same two questions for the other faculty were looked at for this group and the responses were presented according to how they answered the question of whether or not there should be a program.

The majority of the 19 former faculty members who said that there should be a residential college at Appalachian felt that the goals are to foster academic and interpersonal skills in an integrated and interdisciplinary fashion. They also said that there is an emphasis on community which promotes interaction between professors and students.

Of those former faculty members who said they were not sure whether there should be a residential program at Appalachian, most thought that the program was an attempt to create "smallness" within "largeness" with an opportunity for more individualization. Also, these professors saw the program as focusing on experimentation with curriculum and teaching styles.

In response to the question about the goals of Watauga College, the three former faculty members who said that there should not be a residential program at Appalachian, gave the following responses:

1. "to allow students to pursue their education within a community of friends; a small school within a large one, so to speak; attracting and retaining students who might not otherwise attend college"
2. "an interdisciplinary academic unit"
3. "to offer easy credit hours to generally lazy, stupic students who would not be able to survive in the traditional General College structure."

Former faculty members were asked to compare their expectations and experiences in relation to several areas, including students. Their responses are presented here in terms of the first category in which they fell, i.e., response to the question "should there be a residential college program at ASU?".

Of those who believe there should be a program, many expressed disappointment in the students. This comment is representative of the majority of the faculty: "some billed Watauga students as better--more inquiring, attentive, involved in academics. I found them no different than others (outside Watauga College)". Another response was: "Found

students to be both better and worse, more and less motivated than in traditional classes. Students were either very involved or uninvolved, willing to do the work or against any kinds of work." Others said that they expected "creative, bubbly" students but found them to be average.

Those who answered "not sure" about having a residential college program at Appalachian gave basically the same responses to the question about the students. Most pointed out that some students were disappointing but that as a group they were very similar to the students outside Watauga College.

The three professors who said that there should not be a residential college program at Appalachian responded similarly to the other two groups. They had expected more motivated, enthusiastic, and imaginative students but did not find them. One person did say that he had expected less disciplined students and that that expectation was confirmed.

Current Interdisciplinary Studies Faculty

In the fall of 1984 a survey was sent to the eight faculty members who are currently assigned to Interdisciplinary Studies, of whom seven responded. This section will consider their responses and offer comparisons with other responses as they are appropriate.

The answers that the current faculty gave to the question "What do you believe to be the goals of Watauga College?" were strikingly similar to the responses given by other faculty. The Interdisciplinary Studies faculty, however, stressed aspects of a "classical" liberal education somewhat more than the other faculty. One of the answers is representative of the responses to the question of goals: "provide a good education... foster the love of learning; provide skills for life-long learning; teach in such a way that they become free of teachers." Another added "to

create a true living/learning community, wherein students experience the unity of knowledge and democratic dialogue with professors and one another."

The responses to the question "Should there be a residential college program at Appalachian" were all affirmative; one respondent qualified by saying that the goals might be accomplished without the residential aspects, if social activities and Chautauqua-type programs were a part of the program. Most of the responses echoed the responses of the administrators that Watauga College is an option that ought to be available to students as long as there are students who elect that option.

The responses to the question about what types of students are attracted to Watauga College were somewhat different from the responses of other faculty. This is perhaps understandable since the Interdisciplinary Studies faculty actually works with the students and is more familiar with them and the types that they represent. As stated earlier, many of the former faculty members expressed disappointment in the students; they had expected better than average students but found students representative of the ASU student population at large. Also, many of the professors who had never taught in Watauga College expressed the opinion that brighter, more creative students as well as those who are risk takers or nonconformists would be attracted to Watauga College. The Interdisciplinary Studies faculty agreed, for the most part, that Watauga College attracts all types of students; three agreed with other faculty members that risk-takers are more likely to select Watauga. One current faculty member said that some of the students are those "who want larger rooms, more social activities, not honors students or those who care about what kind of education they're going to get" and expressed the concern that recruitment

should not overemphasize the social or residential aspects. That person suggested rather that recruitment ought to be aimed at the "good student and returning student." Another suggested that they do not know enough about why some students are attracted to Watauga College and that research in this area would help with recruitment of more students who would be compatible with the program.

Four responses to the question "What do you think Watauga College is accomplishing for the students who are involved?" are given here because the responses relate so closely to what has been stated earlier in describing what a liberal education should be. Also, the last response quoted agrees with the students in the random group who said that they should perceive at the end of the year some coherence to their experiences in Watauga College.

> Sense of community; relation between living and learning; skills of research, analysis, composition, etc., excitement and participation in their own education.
>
> They become more self-confident, realize they can think, learn to work with a group, become intellectually agressive, become better able to deal with the university and society and become more creative.
>
> It develops the skills and tools to do well in college. It teaches them to ask questions and confront issues, i.e., to be self-directed learners. It provides a supportive community atmosphere for personal growth. It exposes students to the rich cultural life of this campus and encourages their participation in this.
>
> Provides a caring individualized education, at least as good as anywhere else in the university and usually much better. (It) does provide interdisciplinary core curriculum where all parts are thought through by faculty as a whole.

The Interdisciplinary Faculty expressed a need for more research to show the long-term effects of Watauga College on students. These professors indicated that there are no hard data to show what the impact of Watauga College is on a student's career, but at least one said that students

who return to talk to them indicate that they are "flexible, able to learn and adjust to new situations, problem-solving, etc."

Some other comments comparing the responses of the Interdisciplinary Studies faculty with responses from students and other faculty members are worth noting here. Both students and faculty expressed the concern that more attention should be paid to the "living" aspect of the program. Students, Interdisciplinary Studies faculty members, and other ASU faculty members all expressed the opinion that Watauga College offers a more individualized program with closer student/faculty interaction than is available outside Watauga College. Another area of agreement between the Interdisciplinary Studies faculty and other ASU faculty members is the opportunity for and perhaps also emphasis on experimentation in the curriculum and pedagogy in Watauga College. There are no negative connotations to the response from the ASU faculty to the idea of experimentation in Watauga College; there were no negative connotations from the Interdisciplinary Studies faculty either, except in the expression of feeling overextended by the constant change in preparations.

Some additional comments about the responses of the Interdisciplinary Studies faculty seem appropriate here. The faculty members are dedicated to their roles as evidenced by their response to the question "If there were another teaching job/opportunity available at Appalachian, would you leave Watauga College? Please explain." They all answered no, with two qualifiers. The qualifying comments related to their being tired of fighting battles for Watauga College and of being considered second-rate. They expressed real frustration on this point in response to this question and the question "Would you leave Appalachian? Please explain." Three answered "yes" but again qualified the answer by saying that they would leave only

to escape harrassment that they feel from other areas of the campus. These responses indicate a strong commitment to Watauga College and the ideals it represents. It may be that they choose to continue in the program despite some frustration because they feel that they are achieving the program goals. In fact, all of the faculty members responded affirmatively to the question "How closely do you think the program comes to meeting the goals?" In fact, one professor said "We do a lot of exciting things in the academic area." So that while they feel that they might be doing more in the residential aspect of the program, they feel reasonably well satisfied with the academic aspect.

Administration

A survey was sent to 14 administrators, including the deans and assistant deans of the four colleges other than the General College, to the Vice Chancellor and Associate Vice Chancellor of Academic Affairs, to the Vice Chancellor and Associate Vice Chancellor of Student Affairs, the Coordinator of Long Range Planning, and to the Chancellor. The Chancellor, the Vice Chancellor for Academic Affairs, and the Dean of the General College consented to interviews with the author.

Six of the fourteen administrators who received the questionnaire responded. All of them said that there is a role for a residential college at Appalachian. Furthermore, they all said basically the same thing in response to what that role is. They all mentioned "alternative" living/learning environment. Most mentioned that Watauga College provides an opportunity for experimentation and innovation, especially for the faculty involved.

All but one of the persons said that the program is justified, even if more expensive than the traditional mode of delivering credit hours. Most indicated that the justification lies in the rationale of offering several options to students and indicating to the world that Appalachian treats students as individuals.

Summary and Conclusions

Three groups of faculty members at Appalachian were surveyed about their knowledge and opinions related to Watauga College: those faculty members who have never taught in Watauga College, those who have taught in Watauga College in the past, and those currently teaching in Watauga College. The majority of the faculty felt that there should be a residential college at Appalachian. Of the administrators who responded to the survey, all said that there hould be a residential college at Appalachian, primarily to provide an alternative educational experience for those who desire such an experience.

The faculty groups indicated that one of the goals of Watauga College was to present an integrated learning experience for students involved. At least the random sample student group agreed with that perception. They agreed that by the end of their freshman year they could see the relationship between activities and learning experiences from the early part of the year to the later time. Also, all of the students in that group indicated plans to return to Watauga College for their sophomore year.

The ideals and goals for Watauga College stated by the faculty affirmed the goals of a traditional liberal arts program as stated earlier. The faculty wants the students to become self-directed learners who will see relationships between their learning and the larger world.

The faculty in Watauga College remains dedicated to its role although many professors expressed frustration at what they perceive as harrassment from their colleagues outside Watauga College.

Most students are attracted to Watauga College because of the promise of small classes and close interaction with the faculty; a very small number are attracted by the liberal visitation policy of the residence hall. Although most of the students felt that their Watauga College classes were more difficult than their classes outside Watauga College, they expressed the feeling that the faculty was caring, interested in, and supportive of students.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Higher education in this country began as an effort to prepare persons to enter the professions, especially the ministry. The proper training for these students was considered to be what has been traditionally called a liberal education, one that was liberating in a personal, human sense as well as useful in training for a profession.

This tradition continued to be dominant in higher education until the late 19th century. At that time several events--including the beginning of graduate programs for which undergraduates needed to be more narrowly prepared than in previous eras, and the establishment of land-grant colleges with their emphasis on education specifically directed toward vocations--brought about major change in emphasis in undergraduate education in this country.

The end results have been that the ideal of a liberal education has been relegated to a minor role, usually focused on the freshman and sophomore years. Most of the previous ideal of a liberal education has been compressed into a fractional part of the total curriculum and called "general" education. It has been characterized largely by "Introduction to..." and survey courses often taught by graduate students or junior faculty members in sections containing from 20 to 500 students. It has come to be known as the "breadth" component in the curriculum and in most cases is structured as distribution requirements, representing

the various divisions of knowledge such as humanities, social science, science and mathematics, and languages. In many colleges and universities during the 1960's and 1970's even these requirements were set aside and students were free to choose from a large group of unrelated courses to meet general education requirements. Even in those schools retaining distribution requirements, there has been relatively little attempt to provide a coherent set of courses and experiences with unity and logic and offering a common core of knowledge.

Along with these developments which have diminished the role and integrity of general education, other events, both inside and outside the university, have occurred that have had a negative impact. These events include the growth of professional education, the explosion of knoweldge, the increased emphasis on disciplines and departmentalization, the increasing number of persons attending colleges and universities, the ascendance of research and publication as priorities, and the increasing value placed on technology.

Along with a lack of coherence in general education as a curriculum, there has also been a change in the previous focus on education aimed at integration of the various aspects of the student's life. Due largely to abdication of responsibilities in noncurricular matters by teaching faculty and academic administrators, a new professional group, student affairs personnel, has developed in the last 35 years to assume the major responsibility for the social and extracurricular life of the student. This development has further eroded the concept of liberal education which focused on the education of the whole student. In this bifurcation of the education of college and university students, faculty members are responsible for the academic education, and student affairs personnel are responsible

for the nonacademic education of the student. There is uaually little collaboration on matters of substance between the two units.

Counter to this major trend, however, there have been three periods in this century when educational systems and the country have reacted in a concentrated fashion against de-emphasis on general education. Boyer and Levine chronicled these periods as 1914-1929, 1942-1957, and 1970 to the present (Boyer & Levine, 1981). They noted that in all three periods of reaction there have been similar activities calling for more emphasis on general education and its redefinition.

> A national debate; an outpouring of books and articles; a rash of curricular experiments; and a much publicized new proposal--like the current one at Harvard--which came to epitomize the movement...
>
> Between 1970 and 1979, the number of scholarly and professional articles on general education increased by 75% while popular articles on the subject doubled. The number of general education conferences, meetings and workshops appears to be increasing at a still faster pace. (Boyer & Levine, 1981, p. 29)

One of the responses to this most recent call for improved general education has come to be known as the residential college; many of these programs were established in very diverse institutions of higher education all over the United States in the 1960's and 1970's. One such college, Watauga College, was established at Appalachian State University in 1972.

The goals of the Watauga College program have been to introduce the beginning college student to general education as defined in the spirit of classical liberal education. These goals have aimed to

1. give coherence to the general education component of the students' education;

2. be interdisciplinary by presenting to the students a view of the interrelationships of knowledge early in their collegiate career

so that this overview will give some proper perspective to later discipline courses;

3. recognize the student as a whole person by attempting to integrate academic and nonacademic activities and learning;

4. bring faculty and students into more complete relationships than take place in traditional classrooms;

5. involve students in their educational program and in the governance of that program.

Although the curriculum, the teaching personnel, and the living arrangements have undergone change, the goals of the program have remained substantially the same for 13 years. The curriculum has been modified continuously to meet the needs of the students and the interest of the faculty. Those persons teaching in the program are now assigned to a semi-departmental structure called Interdisciplinary Studies. While faculty members from other divisions on campus still teach in the program, the majority of the teaching load is carried by the Interdisciplinary Studies faculty. The program is housed in a large residence hall with fewer than half the students living there enrolled in the residential college program. While the program has enjoyed stable administrative support over the years, there have been from time to time very vocal critics from the faculty.

Conclusions

Current popular and educational literature has been replete with articles bemoaning the sad state of affairs in education in this country and calling for increased attention to be paid to the general education component. As has been noted, most residential college curricula have been developed emphasizing the centrality of general education.

Ironically, though, the residential college curriculum is most often referred to as an alternative rather than a mainstream effort. Actually, the residential college curriculum and concept are much closer to the mainstream of the classical liberal arts tradition than the widely used distribution requirements. The distribution requirement model for general education presents at best a fragmented approach to a liberal education and at worst is mainly a collection of "Introduction to..." discipline courses. The residential college program, as exemplified by Watauga College, at least strives to give an integrated curriculum and combine it with living experiences for students. The distribution model would appear to have developed as an accommodation in general education to the strong emphasis on the disciplines and departmental structure.

The mission statement for Appalachian includes a strong statement supporting liberal education for undergraduates.

> ...To prepare a diverse constituency for productive lives in society, the University will provide each student with a well-rounded liberal education and the opportunity to participate in a wide range of educational experiences and professional programs. It will maintain a strong commitment to excellence in instruction, as well as its tradition of attention to the individual needs of students. (ASU, 1984)

It is obvious that the Watauga College program is overtly directed toward fulfilling this mission as the college strives to meet the ideals of a traditional liberal or general education. Insofar as liberal education has tried in the past to combine living and learning, Watauga College, as the only residential college on the Appalachian campus, is the most concentrated effort at Appalachian to meet those ideals.

The research involved iwth this dissertation has shown that while there has been criticism of the program, there is overall recognition of the need for the program particularly as a component that allows for

diversity at Appalachian. There has been constant support from the administration except in the area of space allocation. The results of surveys of faculty members, both those who have taught in the program and those who have not, show that the faculty as a group supports the program. Students enrolled in the program believe that it is still very much committed to its ideals. Past evaluations have shown that the program has had a positive impact on both students and faculty.

Recommendations

Perhaps the only subject that is receiving more attention in educational literature than the appeal for improved general or liberal education is the subject of declining enrollments being faced by colleges and universities for the next decade. It is a generally accepted fact that those institutions that will be most adversely affected by the decline in enrollment will be the state colleges and regional universities, in which category Appalachian fits. In fact, Appalachian has already begun to feel the impact of declining enrollment. There are, of course, several possible responses to declining enrollment which Appalachian might make.

One of these responses is for the institution to lower its admissions standards and begin to admit students who in the past would not have been considered eligible. These students would be placed in remedial classes and given special assistance to help them achieve the skills that they need to be successful in college. Indeed, a proposal for such a program at Appalachian has already been discussed. However, this approach only prolongs the inevitable, it seems. If Appalachian does begin to admit students who are under-prepared, its reputation may

be diminished and it may become involved in a pattern of recruiting students who are academically not well prepared and less qualified as time goes by.

A second option is for Appalachian to allow its enrollment to drop and in the process eliminate positions and funds which are allocated on the basis of enrollment. This might allow the institution to maintain its integrity by not admitting academically weaker students but would most likely eliminate some flexibility and diversity that now exist because of the number of faculty members and funds to support them that are available.

A third option does not preclude the possibility of some decline in enrollment, but it seems to offer a viable possibility for the maintenance of the current level of enrollment as well as academic integrity and diversity. It is based on building on the strengths of Appalachian and utilizing an imaginative approach to the concern for the atomization and fragmentation of education and lack of community.

Appalachian has had for a long time a good reputation for the preparation of teachers. In its recent past it has developed a good reputation for its College of Business, computer science major, and some of its liberal arts programs. However, none of these programs is unique when Appalachian is compared to its sister institutions, its chief competitors for students in the University system. Given its location in a rural rather than urban setting, it appears that the future for Appalachian is not positive unless it can develop unique programs that will attract and keep students. The Carnegie Commission (1977) said that the major opportunity that a college or university has

to offer in the form of a distinctive program is in its general education curriculum, primarily because the components of a major are being dictated by outside forces such as professional associations.

Therefore, the third option is one that focusses on the general/ liberal education curriculum which would be offered through the auspices of residential college programs, the model for which exists in Watauga College. While in some ways this option may be seen as a bold move, it would be consistent with Appalachian's stated mission of providing a well-rounded liberal education as well as excellence in instruction and attention to the individual needs of students (ASU, 1984).

The program would involve the development of an interdisciplinary general education curriculum that would offer several different foci but that would be aimed at providing the very best liberal education available. Most of the program would be developed around residence halls and would closely integrate the curricular and extracurricular. The programs would be developed and maintained by faculty and students working together while dormitory governance and functions would be managed primarily by students with assistance from the faculty. Students would be assigned to faculty mentors who would assist them with planning their curriculum, taking into account the perceived and stated needs of students as well as their career goals and backgrounds.

To adopt option three would be a bold move, albeit possible with appropriate leadership and support. However, a more realistic scenario is that Appalachian will continue to operate in the future much in the same way as it has operated in the recent past. Therefore, the following recommendations may be more appropriate: that

1. Appalachian State University continue its residential college program, Watauga College;

2. the administration clearly articulate its support of the program and encourage faculty members in all areas to participate in Watauga College;

3. the administration continue its support of the Watauga College faculty in its innovative and experimental efforts in general education and teaching;

4. the Watauga College faculty and administration continue to invite other faculty members to participate in the program;

5. research be conducted that will give information about the effectiveness of the program;

6. efforts be made by the Watauga College faculty to keep the rest of the ASU faculty informed of what is happening in Watauga College, including goals and curriculum.

Many who have criticized American higher education state its diversity and pluralism are of high value. Our system of education is far from perfect but it has great strengths, nonetheless. Appalachian State University and other institutions need to nurture programs like Watauga College in order to keep alive the spirit of liberal education in the face of strong pressures of increased professionalization. Such programs should be supported as valid curricular options and models.

ENDNOTES

1. See Winter et al. (1981) in A New Case for the Liberal Arts for organized classical and more recent definitions according to statements of goals and expected effects.
2. A freshman student in Watauga College usually takes US 1101 and 1102 for six semester hours of credit for the fall and spring semesters respectively. These 20 semester hours are equated to meet the following requirements: six hours of English composition and introduction to literature, six hours of world civilization and eight hours of humanities and/or social science requirements. In addition to the ten hours in Watauga a student would also be taking three to seven hours of course work in other areas of the university.

   A sophomore student in Watauga usually takes US 2204 and 2205 for six semester hours of credit for the fall and spring semesters respectively. These hours would satisfy the requirements in social sciences or humanities, depending on the courses taken.
3. Dr. Wentworth recalls that 138 students applied but that 18 withdrew their applications before the program began.
4. Appendix A lists the directors and their time in the position. The position of director has not been assigned directly to Interdisciplinary Studies. In the first two years there were two directors, each of whom was "loaned" by his department on a quarter-time basis. Since 1974 the directors have been faculty members from the History Department and usually have taught one course per semester in that

department. All have held the Ph.D. and were publishing scholars, with a keen interest in the interdisciplinary approach of Watauga College.

5. All three of the directors resigned for personal reasons; for two of them the reasons were indirectly related to the program.
6. After that year, because of time constraints, fatigue on the part of the faculty and lack of funds, the program was pared down somewhat. For example, there were fewer epochs and therefore fewer General Assemblies and the entire group was not able to travel to the United Nations in New York.
7. Dean Webb said that he felt enrollment in Interdisciplinary Studies and Watauga College did not warrant asking for a new position for the director. Four persons applied for the position.
8. In the first two years of the program, the name used to describe it was Earth Studies. However, beginning in 1981 the term Appropriate Technology was added to describe the program more accurately and to diminish some of the negative attitudes toward the term Earth Studies. Because the Earth Studies Program was so well known in the state and nationally, there was reluctance to drop the term. However, since the program has been placed in Industrial Education and Technology, Appropriate Technology is the term that is used.
9. In the summer of 1983 a committee of the Faculty Senate pursued the claim made by some of the most vocal critics of Earth Studies/ Appropriate Technology that the General College might have a conflict of interest in its role as coordinator of advising for freshmen and sophomores and the fact that it offered courses through

Interdisciplinary Studies. After conducting the interviews with various groups on campus and reviewing literature, the committee concluded that there was no conflict of interest and "came away, in general, with a positive view of GC functioning." (AP Report to the Faculty Senate, December 6, 1982)

10. This curriculum is also the format for the 1984-85 curriculum.

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APPENDIX A

INSTITUTIONS SIMILAR TO ASU CONTACTED FOR INFORMATION ON RESIDENTIAL COLLEGES

Bowling Green State University
Eastern Kentucky University
James Madison University
Mankato State University
Marshall University
Middle Tennessee State University
Northern Arizona University
Northern Illinois University
Oregon State University
Southeast Missouri State University
State University of New York - Birmingham
University of Alabama - Birmingham
University of South Alabama
University of Arkansas - Little Rock
University of Central Florida
University of Northern Colorado
University of South Florida
University of Wisconsin - Eau Claire
University of Wisconsin - Oshkosh
Western Washington University

NAMES AND ADDRESSES OF RESOURCE PERSONS

Howard Schein, Assistant Director of Housing, 70 Allen Hall, University of Illinois, Champaign, (217)333-7881.

David Shoem, University of Michigan, Living Learning Center, 100 Observatory Street, Ann Arbor, MI 48109,(313)764-7521.

Tim Willes, Acting Director, University of Indiana, Living Learning Center, MRC Quadrangle/LLC, Bloomington, Indiana,(812)335-1937 Ernst Bernhardt/Kabisch, Director.

Jack Ewell, Assistant Director, Living Learning Center, Commons Bldg., University of Vermont, Burlington, VT 05405, (802)656-4200.

Jerry Gaff, Hamline University, St. Paul, NM (612)641-2800; 641-2206.

Dixie Platt, James Madison College, 369 South Case Hall, Michigan State University, East Lansing, MI 48824, (517)353-6754. Robin Hughes is also a contact person there.

Nicholas Sterling, Hinman College, SUNY at Binghampton, 13901, (607)798-2321.

Razelle Brooks, University of Michigan, Ann Arbor, MI, (313)763-0177.

Anya Goldberg, Amann College, SUNY at Stonybrook, Stonybrook, NY 11794, (516)246-5137; 246-5000 (SUNY #).

Betty Carpenter, Residential College, UNC-G, Greensboro, 27412, (919)379-5915; Murray Arndt is also a contact.

DIRECTORS OF WATAUGA COLLEGE

1972-1973	Donald Frantz, Ph.D., English
1973-1974	William Moss, Ph.D., Psychology
1974-1975	Michael Moore, Ph.D., History
1975-1980	Peter Petschauer, Ph.D., History
1980-1985	T. Marvin Williamsen, Ph.D., History
1983-1984	William Griffin, Ph.D., French Literature

(Dr. Griffin was acting director while Dr. Williamsen was in China.)

Annual Report to the Chancellor, 1979/80

Specific Goals of Watauga College

1. To provide an on-campus cluster-college at ASU.

2. To offer an alternative approach to General Education requirements in English, Humanities, and Social Sciences through interdisciplinary course work presented within the context of a co-educational living/learning environment.

3. To meet the needs of students who are seeking alternatives in educational method and in the substance of their general education.

4. To reflect through the total program students' sense of the need for cultural and thus university change.

5. To provide students with the method and tools for independent learning as a long-range goal.

6. To develop courses which attempt to provide topical or problem-centered "depth" learning, encouraging flexibility, involvement, and understanding more than quantity of knowledge.

7. To base our curriculum on the themes of "Choices", "Options", or "Alternatives" to assure that the curriculum not become ridigified.

8. To develop a core curriculum for freshmen which stresses both global and regional perspectives on contemporary and historical problems.

9. To develop a program to integrate fully sophomores into the core curriculum by using futures cultures, modelling student ability and functioning as discussants in core weekend programs.

10. To create a demand for upper-division interdisciplinary courses and to develop General Studies majors.

11. To attract outside faculty to develop and teach topical courses.

12. To develop research tools to identify numbers of majors, in General Studies and other departments, who began in the College.

13. To emphasize experimentation in method and substance, to evaluate this experimentation, and to impart results to others.

Goals of Interdisciplinary Studies:

I. General

   1. To challenge students to embrace learning as a lifelong quest and to view education as a deepening of the student's capacity for both realism and compassion.

2. To involve students deeply in ASU and its surrounding region.

3. To develop a curriculum which acknowledges students' need for both a global and a national perspective on the full range of contemporary and historical problems.

4. To pose and/or reveal the problems and potentialities of the human condition through a curriculum that stresses both general and specific views of humanity.

II. Specific

1. To support and develop and interdisciplinary approach to learning and teaching which yeilds knowledge integration rather than subject fragmentation.

2. To provide interdisciplinary courses at all undergraduate levels for students as an alternative to the General Education curriculum at ASU, and aimultaneously to support the validity of the traditional curriculum.

3. To encourage experimentation with different learning and teaching methods and styles.

4. To stress well-informed decision making as a primary responsibility of students in their education and lives.

5. To improve students' communication skills, to encourage understanding and acceptance of cultural and attitudinal pluralism, to stimulate creativity, and to promote the strengthening of community living skills.

6. To provide students with an awareness of their cultural heritage and to encourage them to develop a vision for the future; to this end, IDS stresses the development of courses which have an historical as well as a "futures" orientation.

7. To establish close contact between student and teacher through small classes and in terms of student/teacher contact in and out of the classroom.

8. To provide a flexible curriculum which encourages faculty development in the classroom.

APPENDIX B

Questionnaires and Letters

9 March, 1984

Dear Administrator:

For my dissertation, I have chosen to do a study of residential colleges and specifically, Watauga College. I am soliciting information and opinions from faculty who have been involved with Watauga College as well as from those who have not been involved and also from administrators at Appalachian. I know that you are all busy persons, but I am hoping that you will be able to find the time to respond to the enclosed questionnaire by March 30.

This survey is not being done in conjunction with any other activity on campus, but is strictly for my benefit. However, I will make available the completed dissertation to the administration of Watauga College and to others, if that seems appropriate. Of course, if it is accepted as a dissertation, it will be public information at UNC-Greensboro. However, the questionnaires are not coded in any way and your responses will be completely anonymous, unless you choose to identify yourself.

Thank you very much for your time and energy.

Sincerely,

Virginia Foxx

ADMINISTRATORS

Please use the back of the page, if necessary.

1. Is there a role for a residential college at Appalachian. If so, what is that role?

2. Has the role changed over the years and how?

3. What are the identifiable objectives of Watauga College as you perceive them?

4. Assuming that the residential college program is somewhat more costly than the university average, do you think such a program is, nevertheless, justified?

5. Does such a program enhance or detract from appeal to prospective students? Parents?

6. Do you see the coeducational aspect of Watauga College as presenting a problem to the university?

7. Is a program like Watauga College more vulnerable in times of shrinking resources than other academic parts of the university? Why?

8. Do you see a residential college program as more appropriate for freshmen and sophomores, or juniors and seniors, or both?

9. The curriculum of Watauga College is, of course, interdisciplinary do you think this is appropriate?

Do you think there should be a wider role for interdisciplinary studies in the undergraduate curriculum at Appalachian?

March 5, 1984

Dear Colleague:

For my dissertation, I have chosen to do a study of residential colleges and specifically, of Watauga College. I am writing to you because you have taught in Watauga College at sometime. Enclosed is a questionnaire which I would very much appreciate your completing and returning to me. These are not coded in any way and your response will be anonymous, unless you choose to identify yourself.

This survey is not being done in conjunction with any other activity on campus but is strictly for my benefit. However, I will make available the completed dissertation to the administration of Watauga College and to others, if that seems appropriate. Of course, if it is accepted as a dissertation, it will be public information at UNC-Greensboro.

Those of you who have gone through this process, I hope, will feel empathy with me and assist. Those who have not gone through the process, please also feel empathy and complete the form. Thanks to all of you.

Sincerely,

Virginia Foxx

FORMER FACULTY

Please feel free to use the back of the page, if necessary.

1. What do you believe to be the goals of a residential college?

2. When you taught in Watauga College, how did you perceive its goals?

3. Do you believe those goals have changed? If so, how? If so, could you say what they are now?

4. Why were you teaching in Watauga College?

5. Please discuss your expectations of Watauga College and how those compared with your actual experiences. Please include references to students, curriculum, administration, financial support, if possible.

6. Do you believe there should be a residential college at Appalachian? Please comment.

7. Do you believe there should be a residential college at other universities? Please comment.

8. Are you familiar with other residential colleges?

9. Are you familiar with other interdisciplinary programs?

10. Should the curriculum in residential colleges be interdisciplinary? What structure do you think it should have in terms of curriculum and staffing?

11. How has your experience in Watauga College affected your professional growth up to now?

12. Do you think the interdisciplinary curriculum in Watauga College is adequate to meet general education requirements? ( ) Yes ( ) No Is it superior to the standard general education program? Please comment.

13. Did you experience any opportunities to develop interpersonal relationships with students while you were teaching in Watauga College? If so, was the experience better than ( ) equal to ( ) not as good as ( ) experiences outside Watauga?

_____

_____

_____

14. Was it easier to deal with students as persons in Watauga than in an individual department? Please comment.

_____

_____

_____

15. Do you feel that faculty have responsibility for student development in areas other than instruction?

_____

_____

_____

16. When you taught in Watauga College, did you have experiences with students that were similar to ( ) different from ( ) or the same as experiences in your department? Please explain.

_____

_____

_____

Optional Information:

How long have you taught at ASU? _____

When did you teach in Watauga College? _____

What is your college or department? _____

March 5, 1984

Dear Colleague:

For my dissertation, I have chosen to do a study of residential colleges and specifically, Watauga College. I am writing to you and other faculty who have not taught in Watauga College to try to gather information on the perceptions about residential colleges and Watauga College in particular. Enclosed is a questionnaire which I would very much appreciate your completing and returning to me. These are not coded in any way and your response will be anonymous, unless you choose to identify yourself.

This survey is not being done in conjunction with any other activity on campus but is strictly for my benefit. However, I will make available the completed dissertation to the administration of Watauga College and to others, if that seems appropriate. Of course, if it is accepted as a dissertation, it will be public information at UNC-Greensboro.

Those of you who have gone through this process, I hope, will feel empathy with me and assist. Those who have not gone through the process, please also feel empathy and complete the form. Thanks to all of you.

Sincerely,

Virginia Foxx

P.S. My schedule is to try to complete my dissertation by the end of the spring semester so I would really appreciate it if you could return the questionnaire by March 19. Thanks again.

FACULTY WHO HAVE NOT TAUGHT IN WATAUGA COLLEGE

Please use the back of the page, if necessary.

1. Are you familiar with the residential college concept as an option for study in higher education?

2. Have you been a student in a residential college or alternative educational program? ( ) Yes ( ) No Was it a beneficial experience for you?

3. Have you taught in an alternative educational program elsewhere? ( ) Yes ( ) No If yes, was it professionally rewarding?

4. Is a residential college generally more appropriate for freshmen/ sophomores or for juniors/seniors?

5. Do you have any notions about what types of students are attracted to an alternative educational program generally?

6. To Watauga College specifically?

7. What has been your experience or relationship with Watauga College?

8. What do you take the goals/purposes of Watauga College to be?

9. Should there be a residential college at Appalachian?

10. Have you observed differences between students who have been in Watauga College and those who have not? ( ) Yes ( ) No If yes, please elaborate.

Please feel encouraged to give comments in answering any questions. Thank you.

Optional: Academic Department _____

September 27, 1984

MEMORANDUM

TO: Watauga College Faculty

FROM: Virginia Foxx

As all of you know, I have been working on my dissertation for the past several months; you also know that the subject of my dissertation is residential colleges and Watauga College in particular. I have surveyed students, former faculty, faculty who have never taught in Watauga College and administrators at ASU. I also met with you in two groups last year and we discussed Watauga College somewhat informally. After looking at the data gathered so far, I think it would be more appropriate for me to survey you in a more formal manner than to use just the information from our brief meeting last year. Therefore, I am asking your cooperation in completing the attached questionnaire so that I may include the results in my study. As with all the other information, it will be confidential and will not be presented in a way that will identify any individual source.

The optimum time for me to receive your responses is October 5; however, if you are not able to get them to me by then, please send them as soon as you can. Thanks very, very much for your patience and time.

Please use back of page, if necessary

Survey of Watauga Faculty

1. What do you believe to be the goals of Watauga College?

2. How closely do you think theprogram comes to meeting the goals?

3. What do you think Watauga College is accomplishing for the students who are involved?

4. Should there be a residential college program at Appalachian? Please explain your response.

5. What types of students are attracted to Watauga College?

6. What are the advantages a Watauga College student has that a non-Watauga student lacks?

7. How does what the student learns and experiences in Watauga College impact on the student's career?

8. What do you think Watauga College is accomplishing for the faculty who are involved?
   Interdisciplinary Studies ("permanent") faculty?
   "Visiting" faculty?

9. Why are you teaching in Watauga College?

10. If there were another teaching job/opportunity available at Appalachian, would you leave Watauga College? Please explain.

11. Would you leave Appalachian? Please explain.

12. What are the strengths and weaknesses of the curriculum?

13. Where should Watauga College be located administratively? Why?

Thanks, again.

QUESTIONNAIRE GIVEN TO "GROUP"

NAME:_____

Why did you decide to come to Appalachian? What did you expect from Appalachian in terms of academics, non-academics and the impact on your future?

Why did you choose to be a part of Watauga College? Who influenced your decision?

What do you expect from Watauga College?

OPINION SURVEY
for
Watauga College Students

November 1983

Dear Watauga College Student:

This opinion survey is designed to give the faculty and administration of Watauga College information to help us improve the program. We ask that you take the questionnaire seriously and respond as completely as possible. You may write on the back, if you wish.

Thank you for your assistance. We will try to get you a summary of the results.

1. a) Why did you decide to come to Appalachian?

_____

_____

_____

b) What do you expect from Appalachian in terms of academics, non-academics?

_____

_____

_____

c) What do you expect from Appalachian in terms of the impact on your future?

_____

_____

_____

2. a) Why did you choose to be a part of Watauga College?

_____

_____

_____

b) Who influenced your decision?

( ) parents
( ) brother/sister
( ) friends
( ) faculty
( ) other: _____

3. What do/did you expect from Watauga College? (academically, socially, etc.)

_____

_____

_____

_____

4. Why are you going to college? (You may rank, if you wish)
( ) a. parents wanted me to
( ) b. believe that it is important to have a college degree to get a good job
( ) c. had nothing else better to do
( ) d. want to become an educated person
( ) e. everybody else was doing it/it was the thing to do
( ) f. my girl/boy friend is here and I wanted to be close to her/him
( ) g. other (please specify): _____

5. What did/do you expect from College?

_____
_____
_____
_____
_____
_____

6. What do you like most about Watauga College? (You may rank, if you wish)
( ) a. curriculum
( ) b. teachers
( ) c. social activities
( ) d. dormitory (location, room size)
( ) e. co-educational living situation
( ) f. Chautauqua
( ) g. classrooms
( ) h. class size
( ) i. grading system
( ) j. schedule
( ) k. registration
( ) l. other: _____
_____

7. What do you like least?

_____
_____
_____

8. Do you think that what you are learning in Watauga College is intellectually useful to you now? ( ) yes ( ) no. In the future will it be useful? ( ) yes ( )n
Please explain, if you wish: _____
_____
_____

9. What would you change about Watauga College?

_____
_____
_____
_____

10. How do you feel about your Watauga classes compared to your classes outside? (You may check more than one)

( ) a. easier
( ) b. more difficult
( ) c. like Watauga College more
( ) d. feel more a part of what is going on in Watauga College
( ) e. prefer anonymity in classes outside Watauga College
( ) f. find professors outside Watauga College as stimulating as in Watauga College
( ) g. have been able to know professors outside as well as inside Watauga College
( ) h. other: _____

11. Which classes (inside or outside Watauga College) do you feel will be more useful to you?

Inside: _____ Outside: _____

( ) now ( ) later ( ) now ( ) later

Why? _____

12. What is your grade average in your Tools Class? A B C D F Don't Know
(circle one) Context Class? A B C D F Don't Know
Outside Watauga College? A B C D F Don't Know
What did you expect your grades to be?
Tools Class? A B C D F Don't Know
Context Class? A B C D F Don't Know
Outside Watauga College? A B C D F Don't Know

What is your total grade point average: _____
What was your grade point average in high school: _____

13. How much time do you spend studying in an average week?

( ) a. eight hours
( ) b. twelve hours
( ) c. fifteen hours
( ) d. twenty hours
( ) e. Other: _____

14. Where do you study most of the time?

( ) a. your room
( ) b. the library
( ) c. a classroom
( ) d. the cafeteria
( ) e. other people's rooms
( ) f. student union
( ) g. study lounge
( ) h. outside
( ) i. other: _____

Why do you study there? _____

15. Do you plan to stay at Appalachian next semester? ( ) yes ( ) no
in Watauga next semester? ( ) yes ( ) no
at Appalachian next year? ( ) yes ( ) no
in Watauga next year? ( ) yes ( ) no

Can you say why you have made either decision?

_____

_____

_____

_____

16. What specific behavior has an instructor in Watauga College demonstrated that makes him/her a good teacher?

_____

_____

_____

_____

17. What specific behavior has an instructor in Watauga College demonstrated that makes him/her a poor teacher?

_____

_____

_____

_____

18. What Myers-Briggs type are you? E I N S T F P J

Demographic Data:

( ) Male ( ) Female

( ) Black ( ) White ( ) Other (Please specify) _____

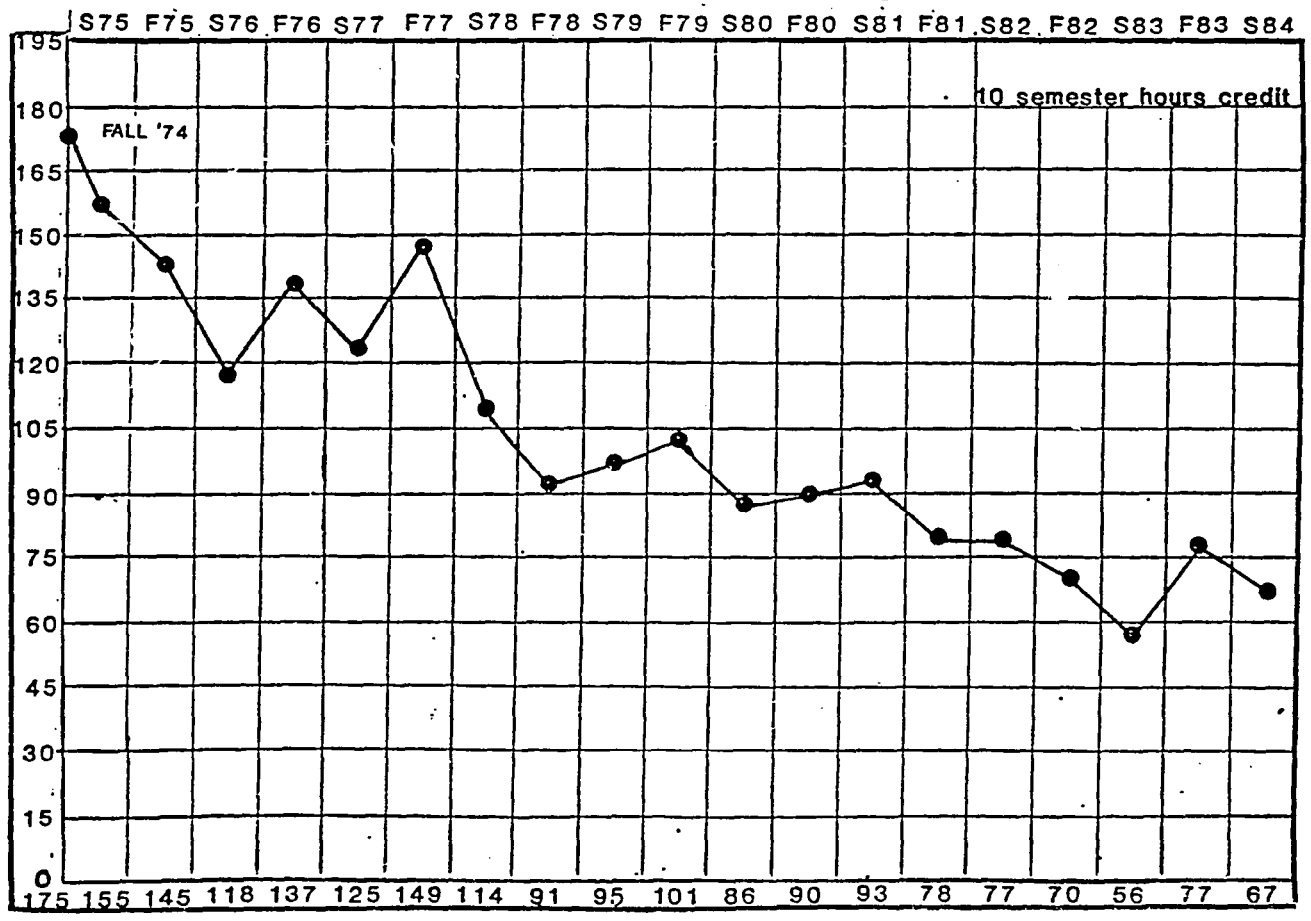
Intended Major: _____

APPENDIX C

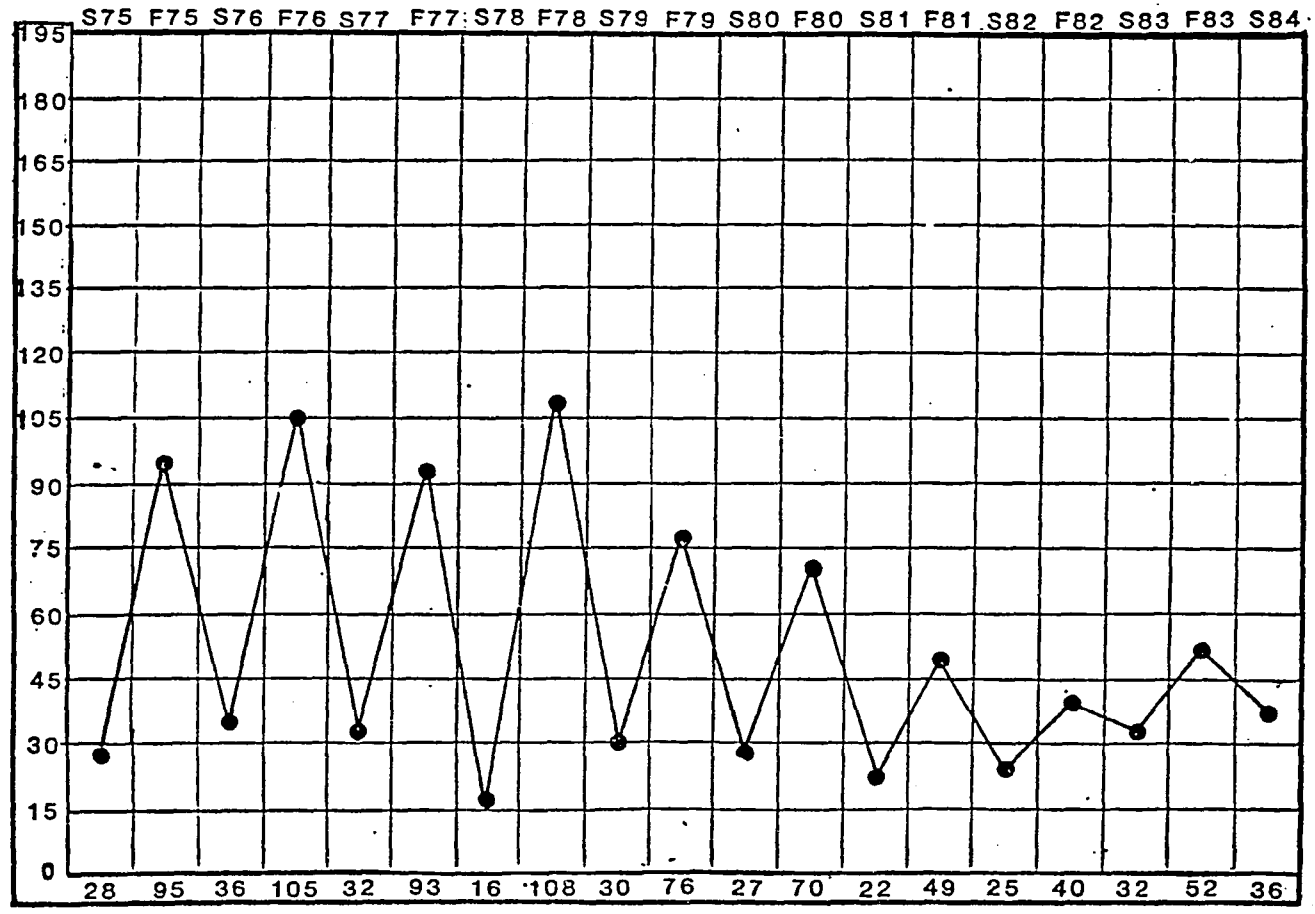
Enrollment Graphs

Enrollment **Interdisciplinary Studies 1101 (fall)**

Interdisciplinary Studies 1102 (spring) **Fall 1974 through spring 1984**



Enrollment **Interdisciplinary Studies 2202 & 2205 (3 semester hour)**
Fall 1975 through Spring 1984



Enrollment Interdisciplinary Studies 2201 (fall)
Interdisciplinary Studies 2204 (spring) Spring 1975 through spring 1984